



Digitized by the Internet Archive
in 2013

PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS



1971

ONE HUNDRED NINETY-THIRD YEAR



ANDOVER



1972 CATALOGUE

OF

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

ONE HUNDRED NINETY-FOURTH YEAR

Purpose of the School	3
Historical Sketch	4
Student Life	8
Andover's Special Resources	14
Student Activities	23
Athletics and Physical Education	31
Course of Study	37
Description of Courses	48
General Information about School Life	100
Admission to the School	115
The Trustees	120
The Faculty	121
Administrative Offices	132
The Students	136
Alumni Representatives	156
Summer Session	114
School Calendar	165
Index	166
Maps	after 167

The Headmaster and Mrs. Kemper



PURPOSE

“ . . . He hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.” (from the Constitution, written by Samuel Phillips, Jr., 1778)

Andover today is a place of rapid change, reflecting great shifts in the nation's educational needs. At the same time, the school maintains continuity with its past and with the goals of its founders. The fundamental purpose of the school remains unchanged in its emphasis on preparing students for active involvement and service in the affairs of the nation and the world. The long traditions of hard work and sound scholarship remain at the center of Andover life, yet the school recognizes that knowledge grows out of a full human experience and that it has a responsibility to foster the proper development of a full range of human attitudes and interests.

Andover today actively seeks diversity in its student body and draws young men from all backgrounds throughout the country and the world. The present faculty is comparably diverse and steadily demonstrates a willingness to change and to experiment. Consequently the breadth of intellectual, cultural, and social offerings both within and outside of the classroom is greater now than ever before in the school's history.

In recent years Andover has greatly expanded its interdisciplinary and elective courses, independent study projects, and off-campus programs. The decentralization of administration through a cluster housing system and the development of a faculty-student cooperative forum have increased opportunity for direct and personal communication throughout the school and given students greater participation in decisions that govern the conduct of their own lives. More changes are already in sight as the school welcomes innovation yet values the lessons of its past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others)

is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

*First
School
Building
1778*



The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and the Andover Summer Session (1942) and the Andover Evening Study Program (1935) began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. During his administration substantial advances have been made in curriculum, admissions policy, and physical plant and resources.





1890



1970



STUDENT LIFE

Life at Andover is full and challenging. Course work is fast paced and requires of most students about twenty five hours of outside preparation a week. In addition, there are six hours of required athletics and two hours of the school work program each week. Despite these demands, virtually all students take advantage of the broad spectrum of extracurricular activities that the school offers. Decisions about the use of one's time and other important matters are largely left to the judgment of the student, for the school encourages independence and personal responsibility. There are no study halls at Andover. A cut system for unexcused absences provides leeway and flexibility. During open periods of the day, students may use their free time much as they choose.

The Andover weekday schedule begins with breakfast, served from 7:15 until 8:15. Beginning at 8:00 a.m., there are five periods in the morning. The time from 10:00 to 10:30 A.M. provides a break for mail and school meetings. A boy generally attends classes or labs in about twenty-one of the thirty-eight class periods per week.

Athletics take place from 2:00 until 3:30 on Monday, Tuesday, Thursday, and Friday. They are not required on Wednesday or Saturday, but varsity and junior varsity teams usually have outside competitions on those afternoons.

There are two late afternoon periods for study, classes, or labs. After dinner there is free time for recreational, hobby, and group activities. At 8:00 p.m. all except Seniors must be in their dormitories studying, or working at the Library, Computer Room, Arts and Communications Center, or Language Lab. Seniors and Upper Middlers have no required bed hour.

Wednesday is a half holiday. On Saturday the two morning classes end at 9:45 A.M., allowing time for special projects and activities. Saturday evenings are free for movies, dances, and other activities. Sunday is a free day save for evening study hours for underclassmen.

Out-of-town excuses provide cultural and recreational opportunities that can break the routine of school life. Most boys are eligible to take one day excuse per week. They may, after the end of the third week in the fall term take a number of weekends instead of day excuses. The number of Junior excuses is set by their cluster chairman; Middlers may take four weekends a term; Seniors five.

In recent years there have been some new developments in student-faculty relations, particularly in school decision making. Most faculty committees have student representatives, and many *ad hoc* committees are made up of both students and teachers.



Committee work of this kind has been a useful and interesting educational experience for many. In addition, the Student-Faculty Co-operative provides a way for faculty members and students to meet together in large and small groups to discuss and act upon matters of importance to the school. Finally, the student and faculty members of the recently formed residential clusters, described under "Housing and Dining" below, are together taking a large measure of responsibility for managing all the affairs of the cluster.

Dormitory life is in itself for most students an interesting and profitable experience, especially when a classmate next door may come from an unfamiliar state or country. A boy's housemaster (counselor) with his wife and his family lives in his own part of the dormitory. The relationship between a boy and his housemaster (and family) may become very close. The housemaster, ordinarily a teaching and coaching member of the faculty, tries to keep himself available for counseling or informal conversation.

Those who are not accustomed to a residential school may at first be surprised on the one hand by the degree of independence an Andover student is allowed and on the other by the existence of the rules and procedures required to protect the rights of individuals and to enable the school to achieve its purposes. The school keeps its rules to a minimum, and they are reviewed annually by students and faculty members together.

Co-education and Social Life

Students at Phillips Academy share a wide range of curricular and extra-curricular activities with Abbot Academy, a girls' boarding school whose campus adjoins Andover's. In 1971-1972 some academic departments will be wholly co-educational, and at least a few courses in every department will be open to enrollment by both boys and girls of the two academies.

Boys and girls of Abbot and Phillips are also frequent visitors to one another's campuses to be spectators at or participants in plays, concerts, dances, coffee houses, club meetings, discussions, and athletic contests.

In addition to activities with Abbot Academy, Andover students share with a dozen other girls' schools in the Boston area a variety of extra-curricular activities both at Andover and on other campuses.

In 1970-1971, school sponsored off-campus trips gave students of Phillips Academy and Abbot Academy the opportunity to



FIRE



attend together concerts by the Boston Philharmonia, the Boston Symphony, Artur Rubinstein, the Boston Pops, the plays *Twelfth Night*, *A Midsummer Night's Dream*, *Marigolds*; and the Metropolitan Opera.

Concerts on campus in 1970-1971 were given by the New York Rock Ensemble, POCO, Jo Mama, Livingston Taylor, Jack Bruce's Lifetime, Cat Stevens, McKendree Spring, Jesus Christ Superstar, the Chicago Children's Choir, and the Berkley Saxophone Quartet.

HOUSING AND DINING

Boarding students at Andover live together in the school's dormitories and smaller houses, all of which are supervised by resident faculty housemasters. Dormitory units vary somewhat in size, but they are all small enough to encourage close relationships among students, and between a student and his housemaster.

All but a very few dormitories and houses are grouped into residential clusters, which serve as administrative and social subdivisions. The idea of the cluster is to create the warm, friendly atmosphere of a small community. The clusters provide the focus for a variety of extracurricular activities: lectures and seminars, off-campus service projects, social functions, intramural athletics. The six clusters, each housing some 120 students, have considerable autonomy, and are managed by students and housemasters together.

Juniors (9th graders) live together as a class in a cluster located near the Old Campus. They have their own rules, extracurricular activities, social affairs, and athletic teams. They live in both single and double rooms, and have a variety of recreational facilities in Williams Hall. Resident Senior proctors guide Juniors in cluster activities, counsel them in their personal affairs, and acquaint them with the workings of school life.

Five other clusters are made up of Lower Middlers, Upper Middlers, and Seniors. Each of them has its own personality and style. Students tend to remain in the same cluster for two or three years. Seniors exercise a good deal of authority in managing cluster affairs.

Seniors have a wide choice of housing arrangements. They may be proctors in the Junior cluster, serve as leaders in the upper-class clusters, or live with their classmates in smaller houses. Wherever they live, Seniors are free of restriction to a degree unusual in American boarding schools, and take considerable responsibility for their own conduct and for the running of the school.

Meals are served in four dining rooms in The Commons. Girls from Abbot and boys from Phillips are frequent guests in each others dining halls. Attendance at meals is voluntary, except that Juniors and Lower Middlers are required to come to breakfast Monday through Friday.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student has a faculty counselor, who for boarders is his housemaster. The counselor gives advice and assistance in all that concerns the welfare and happiness of the boys in his charge. Housemasters are generally men of considerable experience, who are assisted in their counseling duties by the Dean of Students, the Medical Director, and fellow housemasters. The counselor is usually the member of the faculty most intimately in touch with the student and his parents, and informs the parents frequently of their son's progress. Parents are urged to turn to the counselor at any time to seek or to provide information about their son.



ANDOVER'S SPECIAL RESOURCES

OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library, with its collection of over 90,000 volumes in the liberal arts, is an outstanding resource of the school community. Students use the library for course reading, independent study and relaxation. Large reading rooms and small German and French language rooms provide ample space for quiet study. A music record listening room and the Copley wing, an American history reserve book room (gift of James S. Copley, PA 1935) are additional facilities valuable to students. A trained staff member is on duty at all times to help in the use of the library and to advise in the choice of reading.

Particular treasures of the Library are an original elephant folio of Audubon's "Birds of America," given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; Early Americana given by Nelson S. Taylor, of the class of 1900; the John A. Stevenson Walt Whitman Collection, given by John R. Stevenson of the class of 1938; and historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, is kept in a separate room open to all who may be interested.

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.





THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent special exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are exam-

ples by Cole, Doughty, Eakins, Homer, Innes, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings, and photographs complete an exceptionally well-balanced collection. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included. Models of American sailing ships, built to uniform scale, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition.

Among publications of the Addison Gallery are *Layman's Guide to Modern Art*, 1949-54 by Rathbun and Hayes, *The Naked Truth and Personal Vision*, 1955, and *The American Line*, 1959 by B. H. Hayes, Jr., all based upon special exhibits arranged in connection with the Upper Middle course in Art. Another book, *Models of American Sailing Ships*, serves as a catalogue of the Marine Collection. More recently the Gallery has published *Possibles*, a catalogue and idea book for future exhibitions, by C. C. Cook, and *Arts Ideas for the Year 4000*, by Donald Burgy. Important recent catalogues of exhibitions held at the Addison Gallery include "Douglas Huebler," May 1970; "In The Merry Month of May, Larry Crossed the U.S.A., Ate McDonald's All The Way, Tells The Story Day by Day," November 1970; "Formulation," January 1971; "The Black Photographer," February 1971; "Beverly Hallam," May 1971.

ARTS AND COMMUNICATIONS CENTER

The Arts and Communications Center, connecting The Addison Gallery to the stage of the Meeting Room in George Washington Hall, provides modern facilities for stage set design and construction, painting, drawing, architecture, photography, sculpture, ceramics, and woodworking. An audio-visual department of unusual scope, has audio-visual production and projection facilities ranging from small rooms with a capacity of five to an auditorium seating 250. The Underwood Room and Sculpture Courtyard, a part of the Arts and Communications complex, offer pleasant indoor and outdoor areas for receptions, concerts, dances, and informal gatherings.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established by Robert Singleton Peabody, Class of 1857, conducts research in American Archaeology, publishes its findings, and maintains a museum to assist in its teaching program and to illustrate its work. Two of the exhibit rooms of the museum are being redesigned so that they will both better illustrate the past research endeavors of the Foundation, as well as become visual aids to the course it offers in Introductory Anthropology.



Its present major research is concerned with the origin and development of agriculture and the attendant rise of civilization in the New World. The study of agriculture and the rise of civilization in the Tehuacan Valley in Mexico is nearing completion, but associated archaeological problems will continue to be pursued in that region. A major project to attack analogous problems in the Ayacucho basin in highland Peru commenced in 1969 and may continue for five seasons.

The Foundation has recently added to its long list of publications two major volumes dealing with the ancient environment and human subsistence and with the prehistoric stone artifacts

in the Tehuacan Valley. A third volume on the ceramics of the area has recently gone to the printer. Work continues on the remaining three volumes in this series. There are plans for publishing research on the earliest archaeological sites in northeastern North America, including one in Nova Scotia dated about 8000 B.C. An annual report on the initial endeavors in highland Peru was published early in 1970, and a short monograph on New England archaeology is scheduled for publication in 1971.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and





pheasant. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events in all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

DISTINGUISHED VISITORS

Each year a considerable number of distinguished men and women in the fields of literature, the arts, the sciences, business, public service, and the various professions come to visit the school. Many of them are able to remain on campus for a day or more to meet individually or in small groups with students and teachers.

In 1970-1971 a series of eleven lectures helped satisfy the various interests of Andover students. Lecturers were as varied as former Boston Celtics coach Red Auerback; the poet Ruth Whitman; *Newsweek* Editor Kenneth Auchincloss; comedian and civil rights leader Dick Gregory; Boston University professor Howard Zinn; and the Former South Vietnamese ambassador to the United States, Tran Van Dinn.

EVANS HALL, THE SCIENCE BUILDING

Evans Hall, completed in 1961, contains classrooms, laboratories, and equipment that rivals that of many colleges. Project labs for biology, chemistry, and physics students are available for independent project use. A meeting room-theatre seats 180. An indoor garden and pool are in the lobby, also the house of Oscar the alligator (caiman). A greenhouse is attached to the biology wing, as is an observation bee hive. A six-inch refracting telescope is mounted on the roof, and a six-inch portable Questar reflecting scope is available for student use. The Greene Collection of mounted birds is housed in Evans Hall, as is sophisticated science equipment such as the infra-spectrophotometer in the chemistry wing.

A licensed 10-watt educational FM radio station reaching a potential audience of 250,000 people is located in the basement, as are the editorial offices of *The Phillipian* and the headquarters of Search and Rescue.





STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They change from year to year in scope and intent, depending upon student interest. Each group is under student leadership and is advised by a member of the faculty. Girls from Abbot Academy play an active role in many of the activities described below.

Community Forum

The Student-Faculty Cooperative exists as a forum within which all members of the community can discuss common problems and ideas and, if they wish, make proposals to the faculty for action. Membership is open to all students, faculty members, alumni, and trustees. The Cooperative is based on the principles that students should have some say in the affairs that affect their lives and that all members of the community should have, on a regular basis, an opportunity to discuss together topics of mutual concern.

Publications

The *Phillipian*, founded in 1854, is the school newspaper, published every Wednesday. The editorial and business boards give students experience in writing and in business practice.

The *Mirror*, founded in 1854, is the undergraduate literary magazine, which appears several times each year. Positions on the literary, business and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the account of their years at Andover.

The *Press Club* is another journalistic activity which compiles and submits athletic information to local newspapers.

Eidôlons is a new magazine of student photography produced cooperatively with several other secondary schools.

Service Organizations

The *Phillips Society* serves the school and the local Andover community in a variety of ways, broadening the outlook of students by stimulating in them a greater awareness of social problems and tasks that need doing, and by giving them opportunities for practical application of religious and humanitarian principles in serving others. In addition, the Society offers opportunities for service off campus in the predominantly urban areas of Lawrence and Lowell and in the greater Andover community. Any student may volunteer for work in one of three nearby hospitals, assisting in various recreational activities, or tutoring in one of several programs for educationally disadvantaged students. The Phillips Society is composed of a number of working committees. Membership in it is open to any student who wishes to participate in the activities of any of the committees.

The *Blue Key* members welcome new parents and boys to the school, and serve as advisors to the new boys at the beginning of the year. Throughout the year, they meet and guide prospective students and their parents about the school.

Sumop is a joint committee serving Phillips Academy and Abbot Academy and investigates, advertises, and advises about girls' and boys' summer opportunities in study, travel, or service in the United States and abroad.

The *Group Trips Committee* organizes visits to cultural and recreational activities in the Greater Boston area.

The *Student Tutorial Committee* is a volunteer group that helps fellow students who are behind in their work either because of illness or a weak academic background.



Musical Organizations

Musical organizations on campus are many and varied. The *Marching Band*, the *Orchestra*, the *Concert Band* and the *Chorus* (combining both Choir and Glee Club) give many concerts, either alone or jointly with other schools.



A number of informal vocal and instrumental groups also flourish—including the *Eight 'n' One Octet*, the *Folk Music Society*, the *Madrigal Society*, and several rock groups.

Dramatics

The extra-curricular dramatics program is divided into three parts. The most visible of the theatre activities are the full productions by student casts on the school's main stage. In recent years, various groups have staged *Richard III*, *Rosencrantz and Guildenstern Are Dead*, *King Lear*, *The Fantasticks*, *A Midsummer Night's Dream*, *Black Comedy*, and *Carnival*.

A less spectacular but more vital area of the theatre at Andover is the *Drama Lab*, an entirely student-operated experimental theatre located beneath the main stage. Co-ordinated by a student director, the Lab offers students the chance to experiment with direction, production techniques, lighting, set design, new scripts, and various acting styles. As a result of this freedom, the



Lab productions vary widely—from Shaw to Beckett, Strindberg to LeRoi Jones, Shakespeare to Jules Feiffer. Depending on interest and talent, the Lab can stage a different show every two weeks.

Debating

The *Philomathean Society*, founded in 1825, holds debating and school forums. Regular meetings provide forums for the discussion of local, national and international issues. From time to time there are debates with visiting teams, and once a year a Prize Debating Contest. The organization also sponsors visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems.

Radio

WPAA-FM is an educational FM station licensed by the FCC, which has superb equipment for a station its size. It provides about 50 hours per week of news, music, sports and educational programs to an area with a population of about 200,000. Its studio is in the basement of Evans Hall; its transmitter is on the roof. It is completely student operated and is one of the largest extra-curricular activities.

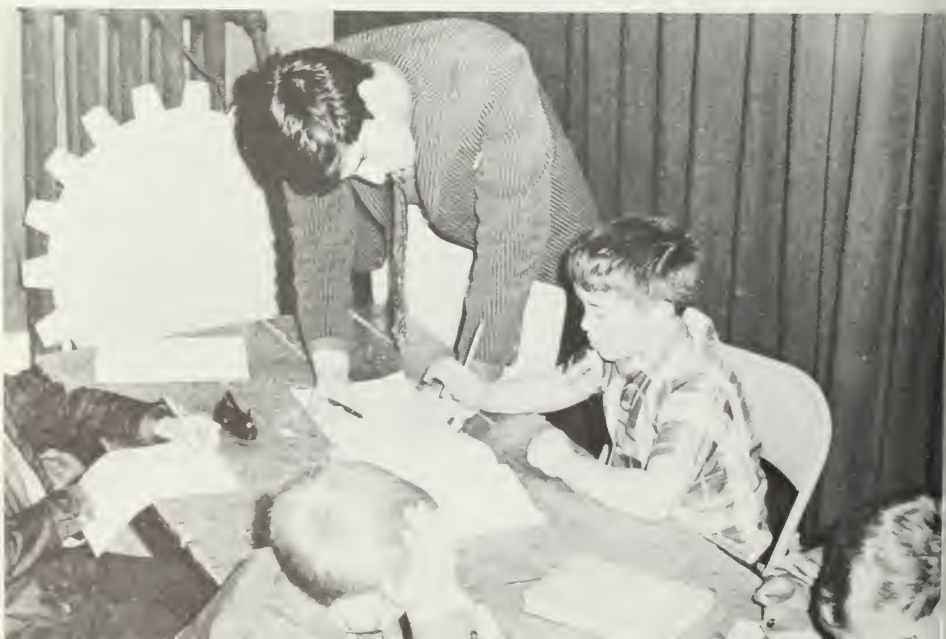
The *Radio Club* has a room in the basement of Evans Hall where radio sets can be built and repaired. It also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need, often ending in official licensing examinations.

Student Societies

The *Asia Society* has as its aim the furthering of knowledge and understanding about the peoples and nations of the East. The members meet for discussions, lectures and films.

The *Afro-American Society* serves the needs of the black student at Andover. The Society operates a Black Cultural Center, which includes a library of black history and literature and which serves as a headquarters for its many activities: orientation, tutoring, general assistance for new black students, lectures, seminars, and panel discussions.

The *Pre-Medical Society* for students interested in considering the medical profession meets regularly and receives the cooperation and help of the school infirmary-hospital and its Medical Director. Their activities include films, lectures, discussions and trips to some of the outstanding hospitals in the Boston area.



Political Organizations

The *Andover Student Political Union* serves to help make the student body more aware of politics through a series of debates, panel discussions, and guest speakers.

The *Progressive Andover Republicans*, *Young Americans for Freedom*, *Young Democrats* and other political groups are active throughout the year.

Student Clubs

The *Rifle Club* is a large, well organized group that offers members an opportunity to shoot for pleasure, for National Rifle Association awards, or for the school team, which has a full schedule of interscholastic competition.

There are many other clubs that wax and wane from year to year. They include the Archaeology Club, Astronomy Club, Audio-Visual Club, Camera Club, Chess Club, Coin Club, Duplicate Bridge Club, Fencing Club, Fishing Club, Judo Club, Mechanics Club, Mineral Club, Model Airplane Club, Model Railroad Club, Science Experimenters Club, Rocket Club, Stamp Club and Woodworking Club.





ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

The physical education program which is designed to respond to both the capabilities and the limitations of each boy and at the same time to provide a healthy physical release from the routine of the daily academic program. The Athletic Department offers twenty-three different formal activities as well as the compulsory physical education program for Juniors and new Lower Middlers and a special Preliminary Athletic Training program for all those new boys entering school who need supplementary physical preparation to insure that they have a happy experience within the regular program. The Department also offers an outdoor action program as an alternative to competitive sports.





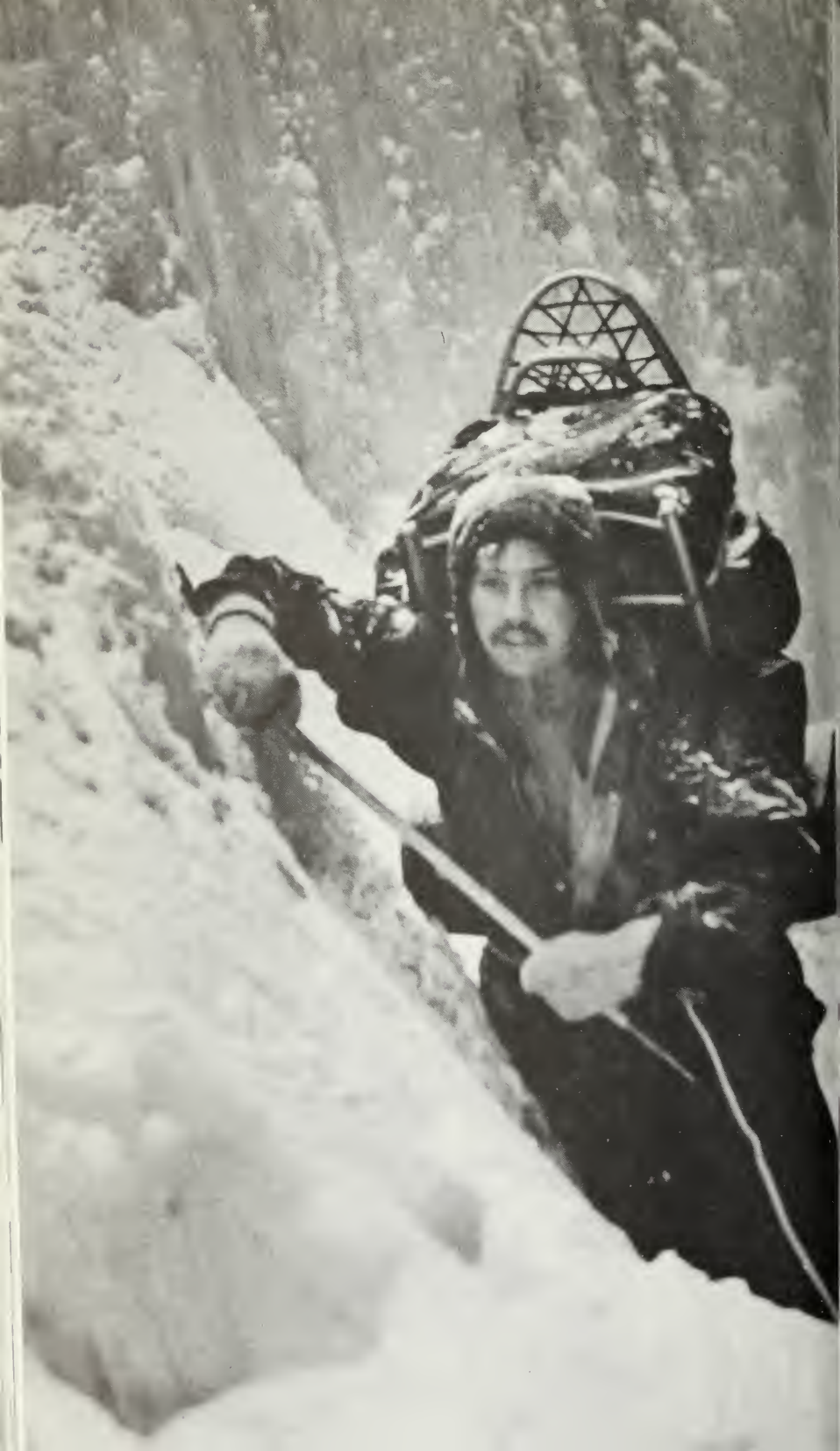
Swimming Test

Each new boy takes a swimming test, and all non-swimmers are given special instruction to insure that they can meet reasonable standards of proficiency.

Competitive Sports

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track and skiing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life saving.





Outdoor Recreational Education

The Student Committee for Outdoor Recreational Education offers an alternative to team sports through an exciting program of physical activities patterned, in part, after the Outward Bound curriculum. The program offers ecology, camping, winter mountaineering, snowshoeing, canoeing, rock climbing, cycling, and numerous other outdoor group experiences. A weekend expedition schedule is complemented by a daily program of skills training, group problem solving, and short trips.

The Preliminary Athletic Training Program

To make certain that each student has a chance to succeed in his physical education, a basic evaluation test is administered to all new boys. Those who show a need for supplementary help are given training in running, weight lifting, agility and body control drills, and other exercises correlated with the basic movements of sport.





Physical Education

During his Junior year each student participates in two hours a week of physical training in addition to his regular afternoon program of athletics. The non-competitive morning program consists of drownproofing, track, gymnastics, and ropes training. The standards of performance are based on each individual's physical capacity and thus emphasize personal progress. All aspects of the training share a close relationship to the Outward Bound philosophy of using controlled stress to give every boy a sense of achievement and success. The self-confidence and new physical skills gained in the first year assist the younger students in later participation in more advanced phases of physical training.



COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in religion, and four or five additional courses. Placement in the "year" of a subject may be independent of a boy's grade in school; through advanced placement at entrance or accelerated courses, many students fulfill requirements ahead of the normal year, thereby gaining increased opportunity for college-level courses or other elective opportunities. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well pre-

pared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

An additional description of the curriculum, "Planning a Program of Studies at Andover," is sent to parents of entering students and is available to others upon request.

Cooperation with Abbot Academy

A developing relationship between Abbot and Phillips Academies provides opportunities for students to experience coeducational classes. Arrangements vary by departments of instruction, ranging from coordinated programs in modern languages to opportunities for the students of one school to enroll in courses offered by the other. Abbot Academy courses open to Phillips Academy students are listed in the following section.

Special Courses in Foreign Languages

Special courses covering the work of two years in one are open to qualified Juniors in Latin and to the two upper classes in German, French, Greek, Russian, Spanish, and Italian. A special sequence in Latin is provided for students who have difficulty with the oral-aural problems of modern languages.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in Latin and the modern foreign languages, designed to cover four year's work in three or five years' work in four; and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

The Trimester Plan

The school year is divided into three equal terms, or trimesters, in order to provide for term-contained courses, some of which are given in more than one term. The purpose is to provide greater variety within the curriculum and greater opportunity for the substitution of independent work or off-campus projects for regular courses during a term. For the present, the chief beneficiaries are upperclassmen; but, as the trimester program develops, it is providing greater variety of choice for the two lower classes as well as greater opportunity to vary, according to the student's ability, the pace at which the basic requirements of the diploma are fulfilled.

Independent Projects for Seniors

With the approval of a faculty committee, a Senior may undertake independent work under the supervision of a member of the faculty in place of some portion of the course work normally required. Opportunities, which vary according to the extent to which a student has fulfilled diploma requirements, range from a project in place of a course in any or all terms to the substitution during either the winter or spring terms of an extensive project carried on during a term away from school or while a student remains at school to carry one or more necessary courses.

Off-Campus Programs and Projects

Off-campus programs are becoming increasingly important as schools recognize that many students wish to gain a practical understanding of the problems of contemporary life and to contribute as much as they are able to their solution. Andover believes that well-conceived programs can demonstrate the need for knowledge and skills and stimulate the desire to learn. Where possible, it attempts to relate practical experience to the concerns of the classroom.

The Community Service Program, carried on in the nearby cities and towns of the Lowell-Greater Lawrence area, has in recent years involved well over one hundred boys from Phillips and numerous girls from Abbot Academy in voluntary, free-time work in hospitals, schools, and youth guidance and recreation centers.

The school also offers several off-campus residential programs. School Year Abroad, jointly sponsored by Andover, Exeter, and St. Paul's School, gives upper classmen the opportunity to study for a year in France, Germany, or Spain in a program managed by the sponsoring schools. The Washington Intern Program, in which Andover joins with Exeter, allows a group of Upper Middlers to spend the spring term living together in Washington and working in the offices of U.S. Senators and Congressmen. Drawing upon several years' experience with a summer residential work-study program in Boston's South End, the school now sends students of the Man and Society course to winter term work-study programs in Boston and Mexico.

In addition to school-sponsored group programs, the trimester plan provides opportunity for individual Seniors to arrange off-campus projects related to their special interests. Some Seniors have worked as interns with officials in local government and members of the Massachusetts legislature. Others have carried out projects in the arts under the supervision of professionals outside the faculty. The school is prepared to make provision for students who can work out apprenticeships in schools, studios, laboratories, or research organizations, in the home community or within reach of Andover. Development of such projects depends upon individual initiative in the investigation of opportuni-

ties and careful planning of a course of study that will meet diploma requirements yet free a block of time during the appropriate term.

February Week

In 1970-71 and 1971-72, regular classes were suspended during a week of the winter term to provide time for a variety of activities on or off campus under the supervision of members of the faculty. The aim is to give opportunity for kinds of educational experience that do not fit the normal routine and to bring faculty and students together in the pursuit of common interests.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office welcomes inquiries concerning specific requirements for such boys. Since Phillips Academy has begun to reorganize its curriculum on a trimester basis, so that in some subjects term-contained courses take the place of year-long ones, requirements are expressed in years or trimesters, as applicable. To gain the diploma, Seniors must pass all their courses whether or not they are in excess of diploma requirements.

Major (full) courses

English	2 years plus five trimesters
Mathematics	3 years
Foreign languages	3 years*
History, normally American	1 year
Laboratory science	1 year
Elective courses	9 trimesters

Minor (half) courses

- *History 10 in the Junior year (9th grade)
- *Science 10 or 11 in the Junior year (9th grade)
- Religion in the Lower Middle year (10th grade) or Upper Middle year (11th grade)
- Art or Music in the year Religion is not taken.

* In modern languages third-year competence may be established as early as the end of the seventh trimester.

THE NORMAL FOUR-YEAR PROGRAM

(for boys entering without credit for courses at the secondary school level)

Junior Year (9th grade)

The Junior has three options:

a.

English 10
Mathematics 10
Foreign Language 10
History 10 (minor course)
Science 10 or 11 (minor course)

b.

English 10
Mathematics 10
Foreign Language 10
2nd Foreign Language 10

c.

Perception & Expression
(see p. 55)
Mathematics 10
Foreign Language 10
History 10 or Science 10
or 11

Lower Middle Year (10th grade)

English 20
Mathematics 20
Foreign Language 20
† Elective major course
Minor course (Art, Religion, or Music)

Upper Middle Year (11th grade)

English 30
Mathematics 30
Foreign Language 30
† Elective major course
Minor course (Art, Religion, or Music)

Senior Year (12th grade)

English 40 } See Description of Courses for alternatives and their
History 40 } prerequisites.

† Elective major course

† Elective major course or its equivalent in minor courses or supervised independent work.

ELECTIVE COURSES

Prerequisites and special arrangements are noted under Description of Courses (pp. 48-99). Courses printed in italics are offered by Abbot Academy. The meaning of the symbols (M), (T), (T₂), and (ABC) is explained on page 48.

* Junior year programs a and b (above) show alternatives to these requirements.

† Under the trimester program, elective majors may be year-long courses or combinations of trimester courses. One elective major in one of the three upper years must be a laboratory science. If a second foreign language is begun in the Junior or Lower Middle year, the elective in the following year must be the second year of that language.

Full year major courses

Art

Art History Seminar (ABC)
Painting and Graphics (ABC)
 Photography (ABC)

The Classics

Greek 10, 10-20, 20, 30, 40
 Latin 10, 10-20, 11, 20, 21,
 30, 31, 40, 50

English

41 Creative Writing
 42 American Masters
 43 Writers in Depth
 44 Afro-American Literature
 45 Novel and Drama Seminar
 46 Comparative Humanities
 47 Satire and Comedy
 48 Literature and the Movies
 49 Contemporary Drama

History and the Social Studies

20 *Great Men and Issues*
 30 The United States
 32 *Modern European History*
 401 *The American People*
 40 The United States
 41 Ancient History
 42 Introduction to Asian
 Civilization
 43 Modern Europe
 45 History 45 (M)
 with a project

50 (ABC) *Three Historical
 Problems*

Man and Society: Urban
 Studies

Mathematics

40 Elementary Calculus and
 Analytic Geometry
 40G Math 40 taught
 in German
 41 (ABC) Trigonometry and
 Elementary Functional
 Analysis
 42 (ABC) Analytic Geome-
 try, Vectors, Matrices,
 Sequences and Limits
 43 (ABC) Probability and
 Statistics
 45 Elementary Calculus and
 Analytic Geometry
 50 Calculus and Other Topics
 55 Linear Algebra and
 Multivariate Calculus

Modern Foreign Languages

French 10, 10-20, 11, 20, 21,
 22X, 30, 40 (ABC), 41, 42
 43 Civilization
 50 (ABC) Contemporary
 French Literature
 52 AP Literature





German 10, 10-20, 20, 21X,
30, 40 (ABC), 50 (ABC),
60 (ABC)

Italian 10-20 (not offered in
1971-72)

Russian 10, 10-20, 20, 30, 40

Spanish 10, 10-20, 20, 21X, 30
40 (ABC) The Hispanic
World

41 (ABC) Spanish Culture

50 (ABC) Spanish Literature

Music

Theory of Music (ABC)

Religion

Religion 40 (ABC) Religion
and the Human Situation

Science

Biology 30

Chemistry 20, 30, 40

Physics 20, 21, 25, 30 (ABC),
40

Basic Concepts of Science

Science Honors 30 and 40

Interdisciplinary Courses

Contemporary Communica-
tions

Perception and Expression

Term-contained major courses

Note: Term contained courses that may be combined to form a unified three-term major course are listed under Full Year Major Courses above, and designated (ABC). (TA) designates a term

contained course offered only in the Fall Term, (TB) only in the Winter Term), (TC) only in the Spring Term. (TBC) means a term contained course offered in both the Winter and Spring Terms. (T₂BC) means a two-term major course given during the Winter and Spring Terms.

Art

Art History (History 49
(TC))

The Classics

Greek (TABC) Old and New
Testaments

Latin 33 (TA) *Medieval
Latin*

Latin 33 (TB) *Medieval
Latin*

Latin 34 (TB) *Ovid*

Latin 35 (TB) *Plautus*

Latin 35 (TC) *Plautus*

Latin 43 (TA) *Livy*

Latin 43 (TC) *Livy*

Latin 44 (TB) *Catullus*

Latin 44 (TC) *Catullus*

Latin 45 (TC) *Horace*

Etymology (TC)

English

Man and God (TA)

The Power and The Throne
(TA)

The Struggle of the Individual
(TA)

Portrait of the Artist (TB)

Irish Myth and Symbol (TB)

The Hero (TB)

*Literature of the Twentieth
Century* (TB)

Modern Poetry (TBC)

Creative Writing (TBC)

The Expatriates (TC)

*The Beat Generation and the
Angry Young Men* (TC)

The Mind of the Poetry Reader
(TC)

Myth and Symbolism (TC)

Conrad and James (TC)

Etymology (TC)

History and The Social Sciences

History 44 (TC) *Modern
Russia*

History 46 (TBC) *Topics in
the History of Phillips
Academy*

History 47 (TA) *Victorian
England*

48 (TB) *Radicalism in
American History*

49 (TC) *Art History*

Mathematics

Mathematics 46 (TA, TB or
T₂AB, T₂BC, T₂AC)

Mathematics 47 (TAC)

Mathematics IV (TC)

Modern Foreign Languages

French 51 (TC) *Advanced
Conversation*

Russian (TA) *Russian Litera-
ture in English*

Russian (TB) *Soviet Litera-
ture in English*

Music

Great Choral Music (TA)

Great Symphonic Music (TB)

Jazz (TC)

Music of the Baroque Era
(TA)

Music of the Classical Era
(TB)

Music of the Romantic Era
(TC)

Ensembles (TABC)

Psychology

Human Relations Seminar
(TABC)

A Seminar in Learning Theory
(TB)

Public Speaking
Public Speaking (TABC)

Religion
Religion M (TB)

Science
Biology 45 (T₂BC)
Animal Behavior (TAC)

Ecology (TAB)
Biology and the Future of
Man (TC)
Chemistry 44 (TA)
Chemistry 45 (T₂BC)
Physics 45 (T₂BC)
Electronics (TC)
Geology (TC)

Full year minor courses

Art
Visual Studies (M)
Advanced Studio (M): Archi-
tecture, Addison Gallery
Special Project, *Ceramics*,
Documentary Photography,
Film-Making, Kinetic Art,
Painting and Graphics, Pho-
tography, Sculpture

The Classics
Greek T (M) Old and New
Testaments
Greek Composition
Latin H (M) Horace and Ca-
tullus
Latin S (M) Poetry of Ovid
Latin Composition



History and the Social Studies	Harmony (M)
History 10 (M) Ideas in Motion	Instrumentation, Orchestration, Conducting (M)
History 42E (M) Introduction to East Asia	A Cappella Choir (M)
History 42S (M) Introduction to South Asia	Private Instrumental and Vocal Lessons (M)
History 45 (M) Politics of Industrial Relations	Religion
Mathematics	Religion 20 (M)
Mathematics C (M) Computer Programing and the Mathematics of Computer Analysis	The Nature of Religion
Mathematics G (M) Advanced Topics in Geometry	Religion 30 (M) Ethics and the Biblical Religious Tradition
Mathematics P (M) Probability and Elementary Statistics	Religion A (M) African Religion and Philosophy
Mechanical Drawing (M)	Religion E (M) Ethics
Navigation (M)	Religion L (M) Literature, Philosophy, and Religion
Music	Science
Chorus (M)	Elementary Science 10 (M)
Concert Band (M)	Elementary Science 11 (M)
Orchestra (M)	Introductory Anthropology (M)
Introduction to Music (M)	Ecology (M)
	Interdisciplinary Courses
	Studio Mathematics (M)

GRADES AND REPORTS

Course grades are sent to parents at the end of each of the three terms. Based on both daily work and examinations, they are recorded, in whole integers only, on the following scale:

6 — outstanding	2 — minimum pass
5 — superior	1 — failure
4 — good	0 — low failure
3 — satisfactory	

The student's housemaster writes a general report to the parents at least twice a year.

DESCRIPTION OF COURSES

Symbols used in the description of courses are defined below. If none of these symbols is used, the course in question is a full-year major course, all portions of which must be taken to secure credit.

- (M) A year-long minor course
- (T) A one-term major course
- (T₂) A two-term major course
- (ABC) A full-year major course offered in one-term units

ART

The courses in art are planned to develop the visual perceptions of all students. The basic course, Visual Studies, is normally taken in the Upper Middle year and is a prerequisite to further elective courses in art. Occasional reading assignments, illustrated lectures, films, and original works of art displayed in the Addison Gallery complement the experience of class and studio.

VISUAL STUDIES (M). Four unprepared class periods. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Along with illustrated lectures and discussion of design problems, the student receives experience in photography, two-dimensional design, and three-dimensional construction. Previous experience in art is not required.

ADVANCED STUDIO (M). Four unprepared class periods. Meeting four periods a week in the studio, the student is given a chance to pursue interests he may have developed in Visual Studies or elsewhere, in the categories described below. The student has the option of studying each art form for a minimum of one term, although most students prefer to stay with one discipline for the entire year. Visual Studies is a prerequisite.

- a. *Architecture:* An exploration of possible approaches to the design of our physical environment, with the intention of relating analysis of function and structure to the need for expressive order and scale. There is a chance for the student to combine practical interests with an aesthetic and technical discipline. The course requires the student to take the initiative in solving assigned problems.
- b. *Addison Gallery Special Project:* The opportunity is available for students who have specific ideas for exhibition-type projects to work in the museum under the guidance of gallery personnel. Examples of recent projects include room-size environmental sculp-

tures, sound-actuated light sculpture, media experimenting and theatre-as-sculpture. Projects to be approved must be thoroughly thought out, with reasonably clear plans for design and execution; although recent efforts have all been "contemporary" in nature, traditional and/or historical projects are welcome for consideration.

- c. *Ceramics*: Abbot Academy. The course provides instruction in handbuilding, wheel throwing, glaze making, loading and firing of the kiln. Emphasis is on creative expression.
- d. *Documentary Photography*: Abbot Academy. Documentary photography means working with people in their environments. It is a truly human form of expression, seeking to break down barriers of fear, prejudice and self-consciousness. The emphasis in this course is on the photographic essay, and on evolving one's own creative process. Limited to 10.
- e. *Film-Making*: Introduction to writing, shooting, and editing motion pictures. Initially students learn the basic techniques of film continuity and structure by producing two or three very short films. After a thorough grounding, more advanced cinematic procedures, including sound track construction, are incorporated by the students into one or two longer and more complex films.

The student may also elect to work entirely in animation. As a form of cinema, animation offers varied possibilities. In addition to the generally experienced drawn animation, it is possible to work with still photographs, collage techniques, clay, and other movable objects, and projected light effects or special lenses. Using 16mm film and magnetic sound-strips, the course examines the possibilities and allows in-depth experiences of the student's choice.
- f. *Kinetic Art*: An exploration into art concerned with movement through space. After a study of the history and scope of kinetic art, students pursue individual projects ranging from mobiles and mechanized forms to electronic sculptures and color organs in search of the aesthetics of movement.
- g. *Painting & Graphics*: Abbot Academy. An introduction to the basic concepts and techniques of painting in oil, water, and plastic emulsion paints, and an exploration of relief (woodcut, linoleum, etc.) and intaglio (drypoint, etching, etc.) printmaking processes. Students may then propose, develop, and carry out two-dimensional projects in the medium of their choice with individual criticism and instruction by a practicing painter and printmaker.
- h. *Photography*: Taking Visual Studies as a base, the advanced students work with the idea of photography as a visual language. Using this language, the student learns to make statements about himself as an individual in his environment. Advanced techniques are used to make such statements strong and personal.

- i. *Sculpture*: Offers an opportunity to work in practically every material available to the sculptor today, such as, wood, stone, metal, plastics, plaster, and others. It is therefore possible for the student to develop into sculpture, concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed.

Major Courses

ART HISTORY (History 49 (T)). Four prepared classes. Spring Term. Prerequisite: at least one previous course in the Art Department or permission of the instructor. The course includes discussions and commentaries on the major movements in painting, sculpture and architecture in the 19th and 20th century. These seminars are accompanied by slides or representative works. Reading includes a general art history textbook such as Janson or Canaday, monographs and articles on particular movements, and catalogues of recent exhibitions, such as the 1940-70 show at the Metropolitan last year. The course includes several trips to museums in the Boston and Cambridge area.

The course begins with a general and brief introduction into the theory of art concentrating on the changes in the criteria of art in the modernist movements. It introduces David, Ingres, Delacroix and Courbet as antecedents of modernity, in conjunction with the English landscape painters of the late 18th and early 19th. The bulk of the course will concentrate on the following movements in the late 19th and 20th centuries: Impressionism, Post-Impressionism, Expressionism and the Bauhaus movement, Surrealism, Cubism and Post-War Modernism.

ART HISTORY SEMINAR (ABC). Abbot Academy. Four prepared class periods. Students must enroll for a least two terms, one of which must be the Fall Term. Art history is used as a vehicle for studying the significance of contemporary art, with particular attention to its social implications. Visual Studies is not a prerequisite.

PAINTING AND GRAPHICS (ABC). Abbot Academy. Eight unprepared periods. Similar to the minor course. The Fall term is required, but either the Winter or Spring term may be omitted.

PHOTOGRAPHY (ABC). Students must enroll for at least two terms, one of which must be the Fall Term. Designed to give students who are seriously interested in photography a chance to explore the medium in depth, the course will be limited to 12 students. Prerequisites are Visual Studies and a portfolio showing evidence of a student's ability to handle the work involved. The course will be organized as follows:

- A (Fall): Four class periods, one double laboratory, a total of 2 hours preparation. Techniques of photography, both black and white and color. An introduction to the history of photography, and a discussion of the uses of photography as a communications medium.
- B (Winter) Abbot Academy. Documentary photography. Two class periods, one double laboratory period, a total of four hours preparation. Learning to use the camera with compassion for people and an understanding of their environments, this term's work is aimed at having each student make a highly personal statement about both man as individual and the universal and symbolic conditions of man's existence.
- C (Spring) Abbot Academy or Phillips Academy, depending on the student's preference. Two prepared class periods and work on individual projects in either documentary photography or some other areas of photography. The term concludes with an exhibit of student projects.

LITERATURE AND THE MOVIES. (Listed under English).

CONTEMPORARY COMMUNICATIONS. (Listed under Interdisciplinary Courses).

STUDIO MATH. (Listed under Interdisciplinary Courses).

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year sequence in Greek and a five-year sequence in Latin. The Department hopes that a number of students with Classical interests will elect both languages. Either Greek or Latin may be elected in the first year. Those planning on a general education, on the advanced study of Romance Languages, or on entering the Law, will prefer Latin; but those interested in literature, archaeology, philosophy, or medicine might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

In 1971-1972 a number of the courses in the Classics Department are being offered in coordination with Abbot Academy. Unless indicated otherwise, sections of these courses are taught at both Academies and are open to students of both.

Greek

All courses in Greek are open to students of Abbot Academy and Phillips Academy. These courses are taught at Phillips Academy.

GREEK 10. Five prepared class periods. The course is devoted mainly to forms and the most essential principles of syntax. Chase and

Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises and drill, both oral and written.

GREEK 10-20. Five prepared class periods. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 10 and Greek 20. The texts are Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) and Xenophon's *Anabasis*, ed. Mather and Hewitt (University of Oklahoma Press).

GREEK 20. Five prepared class periods. The second year is occupied with selections from Xenophon's works and with an easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis*, ed. Mather and Hewitt (University of Oklahoma Press) and Plato's *Apology* and *Crito*, ed. Dyer and Seymour (Ginn and Co.).

GREEK 30. Four prepared class periods. The third year is spent mainly reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. The texts are Benner's *Selections from Homer's "Iliad"* (Appleton); Homer's *Odyssey* I-XII, ed. Stanford (St. Martin's Press); and Euripides' *Alcestis*, ed. Hadley (Cambridge University Press).

GREEK 40. Four prepared class periods. The Fall Term is devoted to selections from Herodotus, Hippocrates, Thucydides, and Plato; the Winter to a play of Sophocles; the Spring to selections from the Greek lyric poets.

GREEK T. The course is arranged to fit the needs of students either as a year-long minor with two prepared class periods or as a term-contained course with four prepared class periods. The course studies the Greek Old and New Testaments. It is a Senior elective open to those who have completed at least Greek 20.

GREEK COMPOSITION. See the notice under *Latin: Year-long Minor Courses*. Latin and Greek Composition.

Latin

Year-long Major Courses

LATIN 10. Five prepared class periods. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare students for general reading in Latin prose, not solely in

Caesar. The text is Chase's *A New Introduction to Latin* (Independent School Press).

LATIN 10-20. Five prepared class periods. Open to students of Abbot Academy and Phillips Academy. Depending on the results of placement examinations, students who are not ready for Latin 20 may be placed in Latin 10-20 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for students who give evidence of high ability. Texts are the same as those for Latin 10 and Latin 20.

LATIN 11. Five prepared class periods. The content of the course is the same as Latin 10, taught at a more gradual pace to allow time to resolve the specific linguistic problems of students who find unusual difficulty in mastering a foreign language. The text is Buehner and Ambrose's *Preparatory Latin* (Independent School Press).

LATIN 20. Five prepared class periods. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, with additional selections from other Latin authors. There is practice in sight translation and in prose composition. The texts are Chase's *A New Introduction to Latin* (Independent School Press); Buehner's *An Intermediate Latin Reader* (Independent School Press); and Colby's *Review Latin Grammar* (Independent School Press).

Students in their first year at Phillips Academy may be placed in a special section, depending on the results of placement examination. This special section is open to students of Abbot Academy and Phillips Academy.

LATIN 21. Five prepared class periods. Continues the work begun in Latin 11.

LATIN 30. Four prepared class periods. Open to students of Abbot Academy and Phillips Academy. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. There is constant practice in sight translation. In the Spring Term selections from Vergil are read. The text is Gillingham and Barrett's *Latin: Our Living Heritage, Book III* (Charles E. Merrill Books).

Students fulfilling the three-year language requirement in Latin must take Latin 30. In the Winter Term those who wish may substitute for the regular Latin 30 either Latin 33, Latin 34, or Latin 35.

LATIN 31. Five prepared class periods. The course follows the same outline as Latin 30. It is open to students who have completed Latin 21 and to students in their first year at Phillips Academy.

LATIN 40. Four prepared class periods. Open to students of Abbot Academy and Phillips Academy. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

In the Spring Term students who wish may substitute for the regular Latin 40 either Latin 43, Latin 44, or Latin 45.

LATIN 50. Five prepared class periods. Taught at Phillips Academy. Open to students of Abbot Academy and Phillips Academy. The course is open to students who have passed Latin 40 or who otherwise satisfy the Chairman of the Department of their fitness. It is the equivalent of the traditional freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun and carried on into the second term. In the Winter, two Roman comedies are read; and in the Spring, selected poems of Catullus and selections from Tacitus' *Annals*.

ACCELERATED COURSES. At the end of the first term of Latin 10, students of high ability are offered the opportunity to join an accelerated section, Latin 12X. They continue into Latin 22X and proceed in their third year to Latin 40, thus gaining credit for four years of Latin in three. Students who do not continue after Latin 22X obtain credit for only two years of Latin.

Year-long Minor Courses

LATIN H (M). Two prepared class periods. Open to students of Abbot Academy and Phillips Academy. Reading and discussion of Horace's *Odes* and selected poems of Catullus, with special attention to the literary artistry of the poems, to their sources in Greek lyric poetry, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 30.

LATIN S (M). Two prepared class periods. Open to students of Abbot Academy and Phillips Academy. Less demanding than Latin H, the course is designed for students who have completed Latin 30 and desire to keep in contact with the language. The reading is drawn mainly from the poetry of Ovid. The basic text is Gillingham and Baade's *An Ovid Reader* (Charles E. Merrill Books).





LATIN AND GREEK COMPOSITION. Special arrangements can be made for any students desiring work in advanced composition in Latin or Greek either as a year-long minor with two prepared class periods or as a term-contained course with four prepared class periods.

Term-contained Courses

The literature courses listed below pursue the same purposes and procedures as outlined in Latin 30 and Latin 40 while reading in the authors and areas indicated. All courses listed below are open to students of Abbot Academy and Phillips Academy.

LATIN 33 (T). Medieval Latin. Fall Term, taught at Abbot Academy; Winter Term, taught at Phillips Academy.

LATIN 34 (T). Ovid. Winter Term.

LATIN 35 (T). Plautus. Winter Term, taught at Abbot Academy; Spring Term, taught at Phillips Academy.

LATIN 43 (T). Livy. Fall Term, taught at Phillips Academy; Spring Term, taught at Abbot Academy.

LATIN 44 (T). Catullus. Winter Term, taught at Phillips Academy; Spring Term, taught at Abbot Academy.

LATIN 45 (T). Horace. Spring Term.

LATIN COMPOSITION. See the notice under *Latin: Year-long Minor Courses*, Latin and Greek Composition.

ETYMOLOGY (T). Spring Term. Four prepared class periods. Open to students of Abbot Academy and Phillips Academy. Intensive training in the interpretation of English words by analysis of stems, based on a systematic survey of the most productive elements derived from Greek, Latin, and other Indo-European languages, with exercises designed to expand vocabulary and develop precision of understanding and expression. No prior knowledge of Greek or Latin is required.

ENGLISH

Courses at all levels include frequent practice in composition, close reading, sustained attention to problems of syntax and rhetoric, and collateral reading. Although the emphasis in composition is on exposition in its various forms, the Department encourages the writing of story, poem, and essay; and it sponsors a series of prize competitions to stimulate interest in original writing.

English 10 and English 20 are full-year courses. In his Upper Middle and Senior years a student is required to take five terms of English. Normally he is required to take three terms of English 30. In the spring of the Upper Middle year, he takes a qualifying examination, which if successfully completed makes him eligible for specialized English courses (41 through 49) in his Senior Year. Otherwise he takes English 40 A and B, and may elect 40 C.

ENGLISH 10. Five prepared class periods. Both in literature and composition, the course concentrates on narration and description. Frequently the writing assignments correspond with the literature under study—for example, the writing of fables along with the study of Aesop. Although the course does not use a grammar text, it does include discussion of grammatical problems arising from student papers as well as a study of language growth, word formation, and etymology. Representative texts: *Short Stories II*, Shedd; *Huckleberry Finn*, Twain; *Journey of Poems*, Niebling; *Narrative Poems*, Untermeyer; *The Tempest*, Shakespeare; *Lord of the Flies*, Golding; *Aesop's Fables*.

LANGUAGE. Four prepared class periods. Open to Juniors and Lower Middlers. A course for those who because of previous training might be expected to encounter difficulties in language study, English and foreign. Emphasis is on transformational and generative grammar

in an attempt to close the gap between the natural spoken word and the artificiality of the written word.

ENGLISH 20. Four prepared class periods. The course concentrates on expository writing and on the acquisition of a critical and analytical vocabulary to be used in the study of the novel, biography, drama, poetry, and the essay. All sections study the structure of the English sentence.

Representative texts: *Composition of the Essay*, by Hyde & Brown; *Studies in Biography*; *Henry IV (Part I)*; *Richard II*; *The Face of a Hero*, Boulle.

ENGLISH 30 A AND 30 B. Four prepared class periods. English 30 A is given in the Fall Term, 30 B in the Winter. Some sections will be co-educational, in co-ordination with Abbot. The equivalent of ten periods is spent in both English 30 A and English 30 B considering principles of composition. English 30 A studies three units in literature: a Shakespeare play not reserved for English 40; Pope or Swift or Fielding; Romantic Poetry. English 30 B studies these three units: Ibsen or Shaw or Chekov; Hardy or Conrad; 20th Century Fiction.

ENGLISH 30 C. Four prepared class periods. Spring Term. Teachers of English 30 devise specialized courses of study. In so far as the schedule and numbers permit, students may choose courses that meet their interests and needs.

ENGLISH 40 A AND 40 B. Four prepared class periods. English 40 A is given in the Fall Term; English 40 B is offered in both the Winter and Spring Terms. The equivalent of ten periods is spent in both English 40 A and English 40 B considering principles of composition. English 40 A studies the Prologue and other selections from *The Canterbury Tales*; a tragedy of Shakespeare—*Hamlet* or *King Lear* or *Antony and Cleopatra*; Metaphysical Poetry. English 40 B studies Hawthorne or Melville or Faulkner; Wilder or Miller or Williams; 20th Century Poetry.

ENGLISH 40 C. Four prepared class periods. Winter and Spring Terms. A number of elective, term-contained courses of a specialized nature open to those in English 40. They will study such subjects as Fantasy and Literature, Modern Drama since Ibsen, Eliot Seminar, Poetic Forms, Revolution and Literature, Theatre of the Absurd.

ETYMOLOGY. For a course in the analysis of English words, see ETYMOLOGY, listed under The Classics.

Specialized Fourth-Year Courses

For Phillips Academy students qualified either by examination or by virtue of completing English 40 and for Abbot students recom-

mended by Abbot Academy the following courses are offered. Only those having a sufficient enrollment will be given.

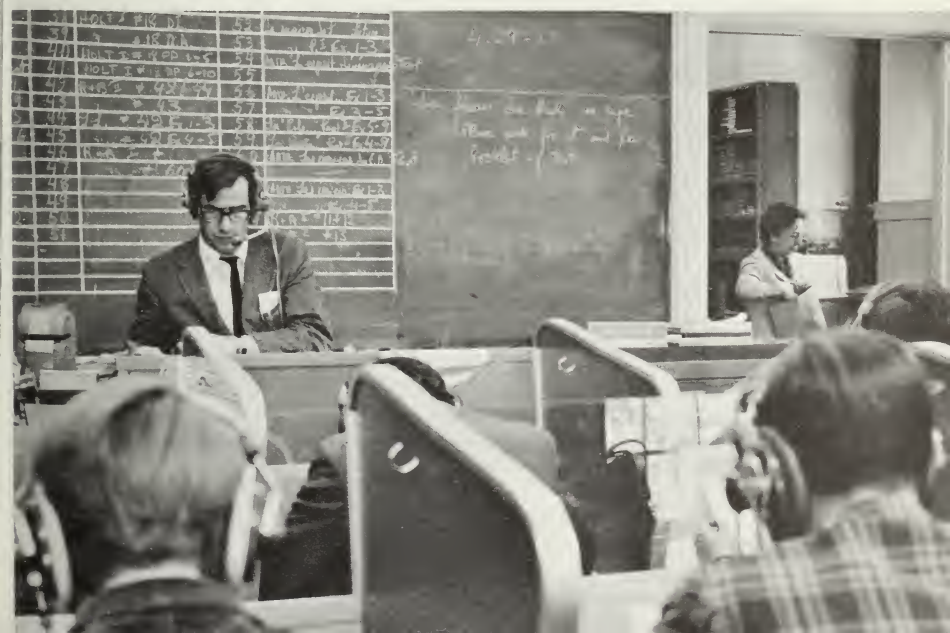
ENGLISH 41. CREATIVE WRITING. Four prepared class periods. A course in which the student writes frequently, following prescribed forms. He also submits a finished and extended work at the end of each term. The course also includes study assignments in contemporary literature to provide stimulus and models for student writing.

ENGLISH 42. AMERICAN MASTERS. Four prepared class periods. A study of the novel and the drama in America during the period 1900 to 1939. Representative authors: Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Dos Passos, West, Wolfe, O'Neill, Wilder, Odets, Rice, and Anderson.

ENGLISH 43. WRITERS IN DEPTH. Four prepared class periods. A study of the work of several authors in its entirety, related to biographical and critical material. The authors are chosen by the class and the instructor.

ENGLISH 44. AFRO-AMERICAN LITERATURE. Four prepared class periods. An in depth study of the major ideas and writers. The first two terms will include Toomer, Wright, Ellison, Baldwin, and others. The third term will be a comparative study of White and Black writers working with the same theme in the same time period.

ENGLISH 45. NOVEL AND DRAMA SEMINAR. Four prepared class periods. Most of the course is concerned with major works of modern literature, principally the works of James, Faulkner, Grass, Barth, Nabokov, Borges, O'Neill, Eliot, Brecht, Kopit, Williams, Storey and Pinter. The student has the opportunity to study the "world" of each



writer and to compare it with that of the others. In order that he may have a basis of comparison with the writers of the past, he also studies Dostoyevsky's *The Brothers Karamazov* and Shakespeare's *King Lear*. Class periods are devoted to seminar discussions, exercises in logic and argumentation, dramatic readings, drama games, and critiques of student analytical and creative work.

ENGLISH 46. COMPARATIVE HUMANITIES. Four prepared class periods. The course explores some of the basic principles of artistic expression in literature, music, photography, cartoons, and painting. Some of the areas of comparison and contrast are metaphor, artistic purpose, objectivity, quality of humor, and theme-and-variations. Plays are studied in relation to their film versions and stage performances. Poetry is read in relation to painting and music.

ENGLISH 47. SATIRE & COMEDY. Four prepared class periods. A study of satire and comedy in literature and related arts, from Horace to Steinberg. Special focus on Ben Jonson, Pope, Swift, Orwell, Waugh.

ENGLISH 48. LITERATURE AND THE MOVIES. Two prepared class periods and one double unprepared period. The course examines the treatment of a few major themes in literature and in the movies. It attempts to define the peculiar relationship of word and image, and traces the evolution of the moving image as competitor and counterpart for verbal communication.

Each student reads works of literature and criticism, and attends repeated screenings of films. Assignments are to be completed in written form and students wishing first-hand experience with film are urged to take the Art Department course in film making.

ENGLISH 49. CONTEMPORARY DRAMA. Four prepared class periods. A study of plays by the following dramatists: Ibsen, Chekhov, Pirandello, Brecht, Shaw, O'Neill, Wilder, Miller, Williams, Beckett, Genet, Ionesco, Albee, Pinter.

ENGLISH 40 (T). The following Abbot Academy fourth-year courses are open to qualified Phillips Academy students: *Fall Term*—Man and God, The Power and the Throne, The Struggle of the Individual; *Winter Term*—Portrait of the Artist, Irish Myth and Symbol, The Hero, Literature of the Twentieth Century, Modern Poetry, Creative Writing; *Spring Term*—Modern Poetry, Creative Writing, The

Expatriates, The Beat Generation and The Angry Young Men, The Mind of the Poetry Reader, Myth and Symbolism, Conrad and James.

HISTORY AND THE SOCIAL SCIENCES

The courses in history are based on the conviction that a knowledge of the past—not only of this country's but of the world's as well—is essential if an individual is to function effectively as a citizen in a modern democracy. The history program is thus designed to introduce the student to the past and to help him relate that past to the present.

The old single-textbook, chronological approach to history has been abandoned in these courses. In its place, the topical approach, readings from a variety of texts and paperbacks, extensive use of audio-visual material, individual reports and course papers, and studies in depth of particular topics have become standard. The old aim of training students to handle historical material with discretion and to write essays containing substantive factual support for general statements remains; but the pedagogical techniques for accomplishing it are constantly under review.

In the first two years the history courses deal with man in various environments—geographical, economic, social, and political. They aim to offer the student opportunities to study and evaluate historical circumstances, significant events, and the contributions of outstanding men. In the Upper Middle year students may elect to begin a two-year history sequence of United States history followed in the Senior year by a choice of one of several major courses including Ancient, Asian, and Modern European history. Minor elective courses are offered in the Senior year in Asian history and in International Affairs.

The essential purpose of each course is to give the students training in the understanding of domestic and international issues that will serve them well as citizens in the future; it is also hoped that for some students the courses may kindle an interest in the study of the past that can be a source of pleasure and profit all their lives.

History 30 and Senior history courses numbered 41 through 49 are open to students of Abbot Academy.

HISTORY 10. IDEAS IN MOTION. Three prepared class periods. The course is designed to provide Juniors with a stimulating introduction to the study of history, an immediate and panoramic view of man's development and culture. It is neither a narrative nor an interpretive endeavor. Instead, it is a topical approach to man's past, one which assumes that the main lines and substance of history must be known before the complexities can be understood. Six topics are the basis for the study; **PREHISTORY**—man emerges from dim origins to civilized

achievement; GOVERNMENT—man arrives at several different principles by which he agrees to be governed; RELIGION—man receives the wisdom of the great benefactors, the world redeemers; ECONOMICS—man learns to make a living under a variety of circumstances; SCIENCE—man develops methods and instruments to discover more about the cosmos and the microcosm; and INTERNATIONAL RELATIONS—man seeks to find those principles by which nations can change in the world without recourse to war.

In each topic the subject moves from man's early attitudes and achievements to present times. In each, the chief object is to supply the information and atmosphere that elicits the natural response from the student's own experience. The student learns the main lines of a relevant aspect of history without detachment from his own interest and knowledge.

The course is approached through reading assignments, an extensive variety of written exercises, a Socratic exchange in class, and training in essay writing. Films, slides, and displays are used wherever applicable. There is no single text. Each topic has its special sources. Prehistory: Time-Life's *The Epic of Man*; Government: W. S. Davis's *A Day in Old Athens*, S. Gordon's *Our Parliament*, and D. C. Coyle's *The United States Political System and How It Works*; Religion: Huston Smith's *Religions of Man*; Economics: four volumes from the Great Ages of Man series: *The Age of Faith*, *The Reformation*, *Age of Enlightenment*, and *Age of Progress* and Roger Burlingame's *Machines That Built America*; Science: Herbert Butterfield, et al, *A Short History of Science*; and International Relations: D. C. Somervell's *Modern Europe, 1871-1950*.

HISTORY 20. GREAT MEN AND ISSUES. Four prepared class periods. For Lower Middlers. Abbot Academy in 1971-1972. The course is designed to introduce students to the serious study of history. This is achieved by the study of a number of men and the issues with which they were concerned. In each unit the background is studied, using a variety of texts, readings, documents, implemented by lectures and audio-visual presentations. The man is then studied in a biography.

Although each unit is taken in chronological order the course itself is not one of narrative history. Rather it attempts to demonstrate the various forms of historical study: political, economic, social, artistic, each illustrated in the life of the man studied. In each unit students are encouraged to seek out the relevance of the man and the issue to present day life and to apply, where possible, their own experience as comparison.

The Fall and Winter terms follow a set pattern of study, but in the Spring term students are given time to investigate a small area of history on their own and to present their work in a paper or in an audio-visual form. The course then turns to a study in some depth of one or more issues of current importance.

During the course students are constantly directed to the historical relationships of time-place; cause-effect; means-ends and to the discipline of the proper use of evidence. Students are taught the arts of note-taking and of historical writing. Special emphasis is placed on the writing of clearly defined arguments in readable form. In class the students are helped to develop skills in verbal explanation. In his expression the student is instructed how to distinguish between relevant and irrelevant data, to use sufficient and accurate evidence for proof and to make effective, concise generalizations.

Texts: Brinton, Christopher and Wolff, *A History of Civilization* (Prentice Hall); *Age of Exploration, Renaissance, Enlightenment* (Time-Life Books). Supplementary Books: S. Morison, *Christopher Columbus, Mariner* (Mentor Books); R. Coughlan, *The World of Michelangelo* (Time-Life Books); Machiavelli, *The Prince* (Mentor); M. Ashley, *Cromwell* (Spectrum); J. M. Thompson, *Robespierre and the French Revolution* (Collier Books); A. Moorehead, *The Fatal Impact* (Harper and Row); J. Simmons, *Livingstone and Africa* (Collier), and others.

HISTORY 30. THE UNITED STATES. Four prepared class periods. For Upper Middlers. The course is the first of a two-year sequence designed for boys who wish to take major courses in history in their Upper Middle and Senior years. After completion of History 30, students have a choice, as Seniors, among several major electives, such as European, Asian, and Ancient History.

The course is based on a series of paperbacks that provide material for a broad survey of United States History from 1763 to the present. Representative titles are Edmund Morgan's *Birth of the Republic*, various volumes in the *Life History of the United States*, Roy F. Nichol's *The Stakes of Power*, Frederick Lewis Allen's *Only Yesterday*, Dennis W. Brogan's *The New Deal*, and Eric Goldman's *The Crucial Decade*. Students also read one biography a term. At certain points throughout the year, the study of a particular aspect of American History is conducted in depth. Class discussion of the reading is supplemented by occasional lectures and panel discussions.

HISTORY 32. MODERN EUROPEAN HISTORY. Abbot Academy. Open to Upper Middlers and Seniors. The course in modern European history is an intensive and conceptual study of western Europe from the French revolution in 1789 to the present day. The first term is devoted to a study of the nature of revolution; the work of the second term is concerned with the development of "isms"—socialism, communism, nationalism, and imperialism; the work of the third term deals with twentieth century Europe. A variety of texts is supplemented by library reading.

HISTORY 401. THE AMERICAN PEOPLE, THEIR PAST AND PRESENT. Abbot Academy. Four prepared class periods. Open to Phillips

Academy students as an alternative to History 30 under the same conditions. The course is an intensive study of the American people, their institutions, ideas, and creative impulses. The first two terms are a chronological study of the development of those institutions and ideas; the third term is devoted to a study of twentieth century problems in seminars. Although a good deal of attention is paid to political and economic trends and their relationship to each other, intellectual, artistic and literary achievements of the American people are also studied in depth in the context of the political environment of a given period. A text is used as a guide, supplemented by a variety of outside readings and independent research; classwork emphasizes individual participation through discussion.

HISTORY 40. THE UNITED STATES. Five prepared class periods. For Seniors. The course opens with the American Revolution and proceeds to the establishment of the Federal Union. Emphasis is then placed on forces that tended to hold the Union together as opposed to forces that threatened to tear the Union apart, culminating in the Civil War and the period of Reconstruction. The emphasis then shifts to the industrialization of the United States, the problems that industrialization produced, and the attempts of the American people to deal with these problems. Finally, the course deals with the emergence of the United States as a world power, its part in two world wars, and the problems that it faces today.

Although public affairs are the central theme, stress is placed on economic, diplomatic, and constitutional developments. The careers of famous men are examined in relation to these developments. Matters of literary, intellectual, religious, and philosophical import are indicated but generally postponed for later study in college. A basic requirement of the course is the writing of a research paper.

In the Fall Term emphasis is placed on close reading, notetaking, and the writing of essay questions. In the Winter Term the acquisition of the basic factual material becomes the student's responsibility, while the reading becomes more interpretative. In the Spring Term a substantial part of the student's time is devoted to two independent projects: the writing of a research paper and the presentation of an oral report in class.

Reading assignments are from various volumes in MacMillan's *New Perspectives in American History* series and in Harper and Row's *New American Nation* series, supplemented by such books as Kenneth Stampp's *Reconstruction*, Solon J. Buck's *The Agrarian Crusade*, John M. Blum's *Woodrow Wilson: The Politics of Morality*, Frederick Lewis Allen's *The Lords of Creation*, and William E. Leuchtenburg's *The Perils of Prosperity*.

MAN AND SOCIETY: URBAN STUDIES. A multi-disciplinary course in the social sciences which focuses on the post World War Two

American city. The Fall Term is given to three class periods a week for the study of four topics—(1) the relationships among racial, religious and ethnic groups; (2) poverty, its physical and cultural manifestations; (3) violence and social change; and (4) power, leadership and decision-making. The fourth class meeting is a double period lab session in human relationships. Between Thanksgiving and Christmas the students will live in isolation from the Phillips Academy community and work on three objectives—(1) gain self-understanding and awareness of others; (2) develop community and observe personal and group relations; (3) confront individual and group challenges in an Outward Bound type of experience. For the remainder of the winter term students will live at the South End House in Boston and work in internships in public and private community and city-wide agencies. The students work job will be the key part of his winter term. Job placements will be made in the fall term and students will develop, with the instructor's guidance, individual goals and criteria to measure the success in achievement of those goals. Readings, weekly discussion groups, and community involvement will grow out of the job experience and life in the South End. The Spring Term will open with a week's evaluation by each student of his winter's experience. Then each student will do a research project on question(s) which he has formulated as a result of the fall term's classroom study or the winter term's job experience—this will be individualized tutorial study. The class will reconvene for the final two weeks to read general works on the American city, its condition and prospects. *Prerequisites:* (1) History 30 (Washington Interns ineligible), (2) A Lab science in the lower or upper year, (3) Three years of a foreign language or an equivalent arranged with the foreign language departments.

HISTORY 41. ANCIENT HISTORY. Four prepared class periods. For Seniors. The course is concerned with Greek and Roman History from the Minoan Period to the fall of Rome in 476 A.D. Primary emphasis is placed upon the sources of modern cultural and political institutions in the Ancient World and upon those problems which the oldest democracies had in common with those of our own time. Whenever feasible, the reading is drawn from ancient sources in English translations.

Texts and reference works:

General: Bury, *A History of Greece*; Tenney Frank, *A History of Rome*; Greenidge, *A Handbook of Greek Constitutional History*; Grote, *History of Greece*; Zimmern, *The Greek Commonwealth*; Heitland, *The Roman Republic*; Gibbon, *The Decline and Fall of the Roman Empire*; Syme, *The Roman Revolution*; *Cambridge Ancient History*, Vols. IV-VIII.

Ancient Sources: (Any standard modern translation may be used except those of Rouse) Aeschylus, Aristophanes, Aristotle, Demos-

thenes, Euripides, Herodotus, Homer, Isocrates, Plato, Plutarch, Polybius, Solon, Sophocles, Thucydides, Xenophon, Greek Lyric Poets, Caesar, Cato, Cicero, Horace, Livy, Sallust, Suetonius, Tacitus.

HISTORY 42. INTRODUCTION TO ASIAN CIVILIZATION. Four prepared class periods. When taken as a major this course consists of History 42E (M) and History 42S (M) (See description below).

HISTORY 42E (M). INTRODUCTION TO EAST ASIA. Two prepared class periods. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce American students to Asia through study and critical examination of the histories of China and Japan. While the approach is essentially historical, considerable emphasis is placed upon East Asia's anthropology, philosophy, religion, literature and art. Topics covered include East Asia: The Setting and Geographical Beginnings, Thought and Religion. The Social Fabric, The Political Tradition, The Alien Impact, China in Revolution: First Phase, The Modernization of Japan, China in Revolution: Second Phase, New Order in Eastern Asia, China in Revolution: Third Phase.

The course consists of readings, lectures, audio-visual materials, map exercises, and work projects. Textual and supplementary readings are taken from such works as Fairbank, J. K., *The United States and China*; Reischauer, E. O., *Japan's Past and Present*; Michael and Taylor, *A History of the Far East in Modern Times*; M. C. Yang, *Chinese Village*; Tsao, *Dream of the Red Chamber*; Snow, *Red Star Over China*.

HISTORY 42S (M). INTRODUCTION TO SOUTH ASIA. Two prepared class periods. Open to Upper Middlers and Seniors. The purpose of the course is to introduce American students to Asia, through study and critical examination of the histories of India and Pakistan. The approach is essentially historical, but considerable emphasis is placed upon the area's anthropology, philosophy, religion, literature and art. Topics covered include India and Pakistan: Setting and Early Culture. Thought and Religion Prior to the Coming of Islam, the Nature of Indian Society, Patterns of Pre-Mughal History, The Mughal Empire, The British in India, Modern India and Pakistan.

The course consists of readings, lectures, audio-visual materials, map exercises and work projects. Textual and supplementary readings are taken from such works as Spear, P., *India: A Modern History*; Brown, W. N., *The United States and India and Pakistan*; Nehru, J., *The Discovery of India*; Forster, E. M., *A Passage to India*; deBary, W. T., et al, *Sources of the Indian Tradition*; Markandaya, J., *Nectar in a Sieve*.

HISTORY 43. MODERN EUROPE: AN INQUIRY INTO CONTINUING ISSUES. Four prepared class periods. For Upper Middlers and Seniors. The course, while treating essentially Modern European

History, is not designed as a standard survey; rather it is an effort to convince students that an essential task of the historian is to confront live issues. As suggested in Tierney, Kagan, and Williams's *Great Issues in Western Civilization*, "The issues are alive because they come out of the tensions that men have to face in every generation—tensions between freedom and authority, between reason and faith, between human free will and all the impersonal circumstances that help to shape our lives."

Among the episodes and resultant issues to be studied and discussed are the 17th century struggle between Crown and Parliament, French Absolutism, the Age of Science and Reason, the Origins of the French Revolution, the Industrial Revolution, Nationalism, Socialism, Imperialism, Origins of World War I, Russian Revolution, Nazi Germany, the Cold War, World Communism and the Sino-Soviet Split.

As suggested above, Tierney, *et al*, *Great Issues in Western Civilization* serves as a major source and guide. Additional text and paperback readings are assigned.

HISTORY 44(T). MODERN RUSSIA. Four prepared class periods. Spring Term. After an initial examination of Russia's medieval and early modern background, this course will focus attention on the past hundred years of Russian history, with a careful study of the revolutionary changes that have transformed that country internally and created one of the great powers of the contemporary world. Although the general orientation will be chronological, the course will focus on specific topics of particular significance: the tension between East and West; the revolutionary spirit; Lenin and the Bolshevik Party; the Stalinist totalitarian system; Soviet foreign policy; the contemporary Russian mind. Emphasis will be placed on political affairs, and especially the Revolution of 1917 and after, but considerable attention will also be given to economic, social and cultural matters. Reading will be from a wide variety of sources, primary and secondary, and will include works of fiction. Visual materials, principally films, will also be used.

HISTORY 45(M). POLITICS OF INTERNATIONAL RELATIONS. Two prepared class periods. An elective course for Seniors that satisfies the requirement for the second year of the history sequence when it is combined with independent work under the direction of the instructor. Enrollment for this combination is limited. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas;



Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings are selected from Overstreet, *What We Must Know About Communism*; Benton, *The Voice of Latin America*; White, *Thunder Out of China*; Harrison Salisbury, *Russia*; Tad Szulc, *Latin America*; Tannenbaum, *Ten Keys to Latin America*; Durdin, *Southeast Asia*; Galbraith, *The Affluent Society*; Report of the National Advisory Committee on Civil Disorders; Heilbroner, *The Great Ascent*; Boulding, *Meaning of the Twentieth Century*; Fortas, *Concerning Dissent and Civil Disobedience*; *The Middle East: Africa*.

HISTORY 46 (T). TOPICS IN THE HISTORY OF PHILLIPS ACADEMY. Four prepared class periods or the equivalent. Winter and Spring Terms. Involving work in the Phillips Academy Archives on some aspect of the history of the school, the course introduces the student to the problems of working with the raw materials of history.

Permission of the instructor is required for enrollment in this course.

HISTORY 47 (T). VICTORIAN ENGLAND: ENGLAND IN AN AGE OF EXPANSION. Four prepared class periods. Fall Term. For Upper Middlers and Seniors. The course is devoted to a study of the major move-

ments and changes that challenged the British people from 1789 to 1901. It is divided into three periods: a study of the background of Victorian politics from the French Revolution to the Reform Bill of 1832, the early Victorians, and the late Victorians. The final eight weeks of the course is concerned with the last two periods. Since Victorian literature more directly influenced the life and thought of the times than that of any other period of English history, the course examines closely those writers whose works were influential in adapting English minds and institutions to changing conditions.

HISTORY 48 (T). RADICALISM IN AMERICAN HISTORY. Winter Term. The course examines American radicalism through a biographical approach. The radical tradition, its leaders, their goals and methods, their legacy of achievement and failure. The course centers on Sam Adams and the American Revolution; Frederick L. Douglass and William L. Garrison and the abolitionist movement; Thaddeus Stevens and radical reconstruction; Eugene V. Debs and the labor and socialist struggle; William E. B. DuBois and his multiple careers as a black protest leader, Susan B. Anthony and women's liberation; Martin Luther King, Jr., and the nonviolent direct action movement; and Malcolm X and black liberation. The students study how these leaders defined the problems of their times, the new society each envisioned, and the means each prescribed to change the world as it is to the world as it ought to be. The course work consists of readings, discussions and short analytical papers.

HISTORY 49 (T). ART HISTORY. Four prepared classes. Spring Term. Prerequisite: at least one previous course in the Art Department or permission of the instructor. The course includes discussions and commentaries on the major movements in painting, sculpture and architecture in the 19th and 20th century. These seminars are accompanied by slides or representative works. Reading includes a general art history textbook such as Janson or Canaday, monographs and articles on particular movements, and catalogues of recent exhibitions, such as the 1940-70 show at the Metropolitan last year. The course includes several trips to museums in the Boston and Cambridge area.

The course begins with a general and brief introduction into the theory of art concentrating on the changes in the criteria of art in the modernist movements. It introduces David, Ingres, Delacroix and Courbet as antecedents of modernity, in conjunction with the English landscape painters of the late 18th and early 19th. The bulk of the course will concentrate on the following movements in the late 19th and 20th centuries: Impressionism, Post-Impressionism, Expressionism and the Bauhaus movement, Surrealism, Cubism and Post-War Modernism.

HISTORY 50. PROBLEMS IN HISTORY. (ABC) Abbot Academy. Enrollment for one or more terms. For Seniors. An advanced seminar dealing in depth with three historical problems one problem in each term. Each topic is directed by a different teacher. Schedule permitting, the topics may include the Russian Revolution and its Historical Background; Economic Thought and Practice; and evaluation of contemporary international literature in the political and social context of Russia, Germany, France, and India; and a study of American art against the background of American politics and social thought.

MATHEMATICS

The courses in mathematics have several purposes. The student at each level should acquire an appreciation of the structure and the aesthetic quality of mathematics. He should understand and be able to use mathematical methods of thought. He should grasp the possibility of constructing mathematical models for a great variety of real situations and problems. He should have experience in making such models in several different circumstances and in using them to study situations and perhaps to solve problems. He should acquire a command of the appropriate technical skills necessary for higher courses in school and college.

In order to accomplish these purposes, the Mathematics Department attempts to give the student an idea of the way in which mathematical ideas grow through repeated abstraction and generalization from physical phenomena. In every course, problem work helps make concrete the abstract ideas of mathematics.

The Department believes that the mathematical ideas, methods, and skills important for every educated citizen should be taught in each of the three years of mathematics required for graduation. In the past, a year of geometry has been preceded and followed by a year of algebra. But the increasing importance of such older, and so far neglected, fields of mathematics as statistics and probability and such newer fields as computer analysis and linear programming requires that an effort be made to include them in every student's mathematics program. In order to do so, the Mathematics Department is preparing a new series of courses designed to integrate various aspects of mathematics in each of the first three years. These are the courses Mathematics 15, 25, and 35.

Many students want to go beyond the required courses, and for them a number of options are available, including both full-year courses and a number of self-contained one- and two-term courses for students who do not wish to take a full additional year of mathematics. The possible sequences and the prerequisites of these courses should be carefully noted, particularly by those students who are involved in terms away from Andover or who wish to take term courses in other subjects.



Courses above the third year level are open to students of Abbot Academy.

Courses for the First Three Years

MATHEMATICS 10. Five prepared periods. First year algebra. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. An introduction to the use of a computer and to programming in the BASIC language is included. Prerequisite: A good grasp of arithmetical skills and ideas; many students who have had no more than a short introduction to algebra in the eighth grade find this the best introduction to mathematics at Phillips Academy.

MATHEMATICS 15. Five prepared periods. This is the first course in the new unified sequence. It will combine elementary aspects of algebra, geometry, logic, statistics, and computer programming. Prerequisite: Elementary algebra for approximately half a year in the eighth grade.

MATHEMATICS 20. Four prepared periods. Geometry. The course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, some of the natural

extensions to solid geometry are made. Methods of proof as well as geometrical facts and concepts are studied. Prerequisite: Mathematics 10 or its equivalent.

MATHEMATICS 21. Five prepared periods. Algebra and geometry. A course designed for Juniors and those entering Lower Middlers who have had a full year of algebra but who have not covered well enough such topics as inequalities, the postulates and elementary structure of algebra, and number systems to be fully ready for Mathematics 20. After a special review of such phases of algebra, the course undertakes the regular work of Mathematics 20, completing it by the end of the year.

MATHEMATICS 25. Four prepared periods. The second course in the new unified sequence. Linear and quadratic functions; geometric transformations with dilations leading into the similarity theorems of geometry; coordinate geometry; the geometry of circles; simultaneous linear and quadratic equations; the circular functions and elementary probability. Prerequisite: Mathematics 15.

MATHEMATICS 30. Five prepared periods. Algebra, trigonometry and elementary functions. The course continues the work in the algebra of real numbers begun in Mathematics 10. It extends and develops the ideas of structure and the methods of proof met in Mathematics 20. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and circular. It includes analytical and some numerical trigonometry. Prerequisites: Mathematics 20 or its equivalent.

MATHEMATICS 31. Five prepared periods. A course in geometry for entering students who have had two years of algebra. The course also strengthens the student's background in algebraic analysis and in trigonometry to correspond with Mathematics 30. Prerequisite: Two years of high school algebra.

MATHEMATICS 35. Five prepared periods. The third course in the new unified sequence. In 1971-72 it will be an experimental course building on the work done in 1970-71 in Mathematics 25. Prerequisite: Mathematics 25.

Senior Full-Year Courses

MATHEMATICS 40. Five prepared periods. Elementary calculus and analytic geometry. The course covers at least the syllabus for the AB Advanced Placement Examination of the College Entrance Examination Board. Prerequisite: Mathematics 30 or its equivalent.

MATHEMATICS 45. Five prepared periods. An honors course in analytic geometry and calculus. Enrollment is limited to able and com-

mitted mathematics students. The coverage is more theoretical as well as more extensive than that of Mathematics 40. Prerequisite: Mathematics 30 with a solid honor grade and permission of the department.

MATHEMATICS 50. Four prepared periods. Calculus and other topics. The course will complete preparation for the BC Advanced Placement examination, but it will also include additional topics at the discretion of the instructor. Prerequisite: Mathematics 40.

MATHEMATICS 55. Four prepared periods. A course in mathematics for boys with demonstrated ability and interest who have had at least one year of calculus. Intended primarily for those who will continue their study of mathematics in college, it is devoted to linear algebra and multivariate calculus augmented by computer programming in the BASIC language. Particular emphasis is laid on the logical structure of proofs. Prerequisite: Mathematics 45 or permission of the department.

Term-Contained Courses for Seniors

MATHEMATICS 41A, 41B, 41C. Five prepared periods. A course primarily for entering Upper Middlers and Seniors who have not had trigonometry. The course includes trigonometry and elementary functional analysis in the fall term. 41B and 41C will continue with topics chosen by the instructor in the light of the needs of the class and will prepare boys to take a calculus course in the next year. Most students taking Mathematics 41A should plan to follow it with 41B and 41C in order to get a year's credit in mathematics. However, on the recommendation of the instructor, some students may wish to follow 41A with 43A and 43B or with 46A and 46B. Prerequisite: Three years credit in high school mathematics not including trigonometry. Not open to boys who have had Mathematics 30.

MATHEMATICS 42A, 42B, 42C. Five prepared periods. Analytic geometry, vectors, matrices, sequences and limits. Not open to boys who have had Mathematics 40, 41A, B and C or 45. Each course in the sequence is a prerequisite for the one that follows it. However, some students, with the consent of the instructor, may wish to follow 42A with 43A and 43B or with 46A and 46B. Prerequisite for 42A: Mathematics 30 or its equivalent.

MATHEMATICS 43A, 43B, 43C. Five prepared periods. Probability and statistics. The course will consider probability models, elementary statistical methods and statistical inference with applications to social and physical sciences. Students will be expected to learn to use the computer to facilitate their work if they are not already familiar with it. Each course in the sequence is a prerequisite for the one that follows it. 43A will be offered in both fall and winter terms, 43B in

both winter and spring terms 43C in the spring term only. Prerequisite for 43A: Mathematics 30 or its equivalent.

MATHEMATICS 46A, 46B. Five prepared periods. Polynomial calculus. This is *not* an Advanced Placement course. Those who wish to take a full year of calculus should elect either Mathematics 40 or 45. The course will offer an introduction to both the differential and the integral calculus of polynomial functions and the applications of these ideas in many situations. 46A will be offered in the fall and winter terms and 46B in the winter and spring terms. Prerequisite: Mathematics 30 or its equivalent.

MATHEMATICS 47(T). Four prepared periods. Computer programming and the mathematics of elementary computer analysis. This course will be offered each trimester if there is sufficient demand. Prerequisite: Mathematics 30 or its equivalent. Note that a two-hour year-long minor in computer analysis is also offered.

MATHEMATICS IV (T) Abbot Academy. Spring Term. Algebraic systems. An introduction to the basic structure and elementary properties of the mathematical systems known as groups, rings, and fields. Much of the course represents a new approach to old ideas from earlier courses. For students not intending to take calculus.

The following diagram will help to make clear the various possibilities made available by the trimester calendar. Students may drop these courses at the end of any term.

Fall	Winter	Spring
41A	41B	41C
41A	43A	43B
41A	46A	46B
42A	42B	42C
42A	43A	43B
42A	46A	46B
43A	43B	43C
43A	46A	46B
43A		43B
46A		46B
46A	46B	
47T	43A	43B
47T	46A	46B
	47T	47T

Year-Long Senior Minors

The department offers each year a number of minor courses meeting two prepared periods each week for the whole year. Those given in any year depend on the enrollment of sufficient students.

MATHEMATICS C(M). Computer programming and the mathematics of computer analysis. Prerequisite for C(M): Mathematics 30 or its equivalent.

MATHEMATICS G(M). Advanced topics in Geometry.

MATHEMATICS P(M). Probability and its applications to elementary statistics.

MECHANICAL DRAWING (M). Four unprepared class periods. A technical drawing course, that includes the use of drawing instruments and the study of geometric constructions, orthographic projection, descriptive geometry, spacial relations, isometric and oblique pictorial projections, developments, assembly and detail engineering drawings. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of special ability are given an opportunity to do more advanced work in a related field of their choice. The text is French and Vierck's *Graphic Science*, supplemented by motion pictures.

NAVIGATION (M). Two prepared class periods. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work is done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy*, supplemented by Navy and Coast Guard films.

MODERN FOREIGN LANGUAGES

The Phillips Academy and Abbot Academy modern language departments offer a co-ordinated modern language program. The courses listed are taught by members of the two faculties and are open to students of both schools. All foreign languages offered are acceptable for college admission. For certain fields of concentration and in certain areas of graduate study, especially for the Ph.D. candidate, specific modern languages are often required.

Students who choose a modern language to satisfy the diploma requirements must show a certain degree of competency in the lan-

guage of their choice, roughly equivalent to the old-style CEEB third-year level. Such competency may be established by successfully completing nine semesters of study. Able students, upon the recommendation of their teachers, may fulfill the requirement at the end of eight, or even seven trimesters, by passing a special examination set by the department concerned.

French

The French Department offers a five-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read and, finally, write. Pronunciation, articulation, rhythm and fluency receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is used exclusively in the classroom, at all times and under all circumstances, and from the very first day.

Students who demonstrate unusual aptitude for and interest in the language during their first year of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who complete the accelerated sequence may meet the diploma requirement after seven trimesters and move directly into fourth-year courses.

FRENCH 10. Five prepared class periods. First year French for students who have had no previous courses in the language. For the first half-trimester there is no text. Then, Robin & Bergeaud *Le Français par la méthode directe* is used. Classes, limited to fifteen students, meet five times a week. Students are expected to make frequent use of the language laboratory. Listening comprehension and the use of basic patterns of French speech are emphasized. The method is an adaptation of the FLES techniques to older students.

FRENCH 10-20. Five prepared class periods. Restricted to Seniors and Upper Middlers, this is an intensive course that covers the work of the first two years of the normal sequence. Texts used in 1970-1971: Pucciani and Hamel "*Langue et langage*" and Gibson "*Anthologie*"

FRENCH 11. Five prepared class periods. First year French for new students who fail to qualify for French 21. The course emphasizes the development of aural-oral skills and prepares for French 21 the following year. Texts used in 1970-71: Mauger, "*Cours de langue et de civilisation françaises*" Book I or Pucciani and Hamel "*Langue et langage*". Also selected reading material.

FRENCH 20. Five prepared class periods. For students who have completed French 10. While continuing to develop the audio-lingual skills, the aim of this course is to teach reading and the ability to understand non-technical French prose without recourse to translation. Texts used in 1970-1971: Mauger, Book II or Pucciani and Hamel "*Langue et langage*", Gibson "*Anthologie*".

FRENCH 21. Five prepared class periods. For students who have completed French 11 and for new students who qualify through a placement examination. The aim of this course is similar to that of French 20 and the same basic texts are used.

FRENCH 22X. Five prepared class periods. An accelerated course, open by invitation to students who have completed French 10 or French 11. Successful completion of this course permits students to enroll in courses at the Fourth Year Level the following year. Texts and reading materials are those of French 20 and French 30.

FRENCH 30. Four prepared class periods. For students who have completed French 20, French 21, or French 10-20 and for new students who qualify through a placement examination. Continuing to develop the three skills of listening comprehension, speaking, and reading, the third year course also stresses writing and the beginnings of reading for critical analysis. Texts: Langellier, *Précis de grammaire*; Pagnol, *Topaze*; Aveline, *La Double Mort de Frédéric Belot*; Gide, *La Symphonie pastorale*; Sartre, *Les Jeux sont faits*; Molière, *L'Ecole des femmes*.

FRENCH 40 (ABC). Four prepared class periods. For students who have completed French 22X or French 30 and for new students who qualify through a placement examination. This course consists of three term-contained units: Readings in 17th and 18th century literature, Composition and Conversation, and Readings in 19th and 20th century literature. Completion of the three units will gain a credit in French at the fourth year level. Single units may be elected as term-contained major courses.

FRENCH 41. AP LANGUAGE. Five prepared class periods. A course designed to meet the requirements of the new Advanced Placement Examination in *French Language*. Open by invitation to students who have completed French 22X or French 30 and to qualified new students. Emphasis will be placed on conversation, composition, and reading, not only in literature, but in current newspapers and periodicals.

FRENCH 42. AP LITERATURE. Five prepared class periods. The initial year of a two-year sequence, open to students who have completed French 22X or French 30 and who have the recommendation of their instructor and to qualified new students, this course is considered to be a transition between the study of language and the study of literature. Emphasis is placed on vocabulary building, written work, and close analysis of major literary works. Texts include: Camus, *L'Etranger*; Voltaire, *Candide*; Molière, *Le Bourgeois gentil-homme*; Balzac, *Le Père Goriot*; and Flaubert, *Un Coeur simple*.

FRENCH 43. CIVILIZATION. Four prepared class periods. Open to well-qualified Upper Middlers and Seniors who have completed French 30 and who are interested in France's overall cultural achievements, influence, and contemporary life. The course is a combination of lectures by the instructors, class discussions, slide and film presentations, students' oral reports, and written themes on a wide variety of topics. Major areas of study include history, geography, economics, French youth, and the role of women in French society; also a brief survey of the civilization of other French-speaking countries such as French Canada and Switzerland. The Paris weeklies, *L'Express* and *Paris-Match*, will be read and used extensively by students. The course is taught jointly by several members of the department.

FRENCH 52. AP LITERATURE. Five prepared class periods. The second year of a two-year sequence, open to students who have completed French 42 AP Literature and to selected new students, this course is an introduction to French literature. It prepares for the Advanced Placement literature examination through the close reading of representative texts which include: Corneille, *Le Cid*; Molière, *Le Tartuffe*; Racine, *Phèdre*; Stendhal, *Le Rouge et le Noir*; Hugo, *Les Contemplations*; Baudelaire, *Les Fleurs du mal*; Sartre, *Les Mouches*.

FRENCH 50 (ABC). CONTEMPORARY FRENCH LITERATURE. Four prepared class periods. Open to students who have completed courses at the French 42 level or above, this course will consist of three term-contained units covering: The Pre-War Novel, Drama, and the Post-War Novel respectively. Authors studied may include France, Barrès, Proust, Gide, Céline, Bernanos, Malraux, Mauriac, Saint-Exupéry, Aragon, Giono, Montherlant, Anouilh, Giraudoux, Aymé, Camus, Sartre, Beckett, and Robbe-Grillet. French 50 will not be a literary history course. Emphasis will be on particular writers and what they have to add to our understanding of the human condition in our times. Each unit of the course may be elected as a term-contained major.

FRENCH 51(T). ADVANCED CONVERSATION. Four prepared class periods. Spring Term. Open to students who have completed courses at the French 40 level or above.

SENIOR FRENCH PROJECT. Seniors taking an advanced French course may do apprentice teaching during either the Winter or Spring term. They study the techniques and methods of modern language instruction; and practice, under careful supervision, in beginners' classes.

German

The German Department offers a six-year course with the purpose of developing the ability to understand spoken German, facility in speaking, reading fluency, and the ability to write German correctly. The more advanced courses also give an introduction to German literature since the eighteenth century and/or a survey of German history.

German is used as the classroom language. Extensive use is made of the Language Laboratory.

The Department offers an accelerated course for students who show unusual ability in German 10. After completion of German 21X, these students enter German 40 and receive four units of credit after three years of study.

GERMAN 10. Five prepared class periods. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Text: Schulz-Griesbach, *Deutsche Sprachlehre für Amerikaner*.

GERMAN 10-20. Five prepared class periods. The course is designed for qualified Seniors and Upper Middlers who wish to complete in one year the material covered in German 10 and 20. It follows approximately the outline of those two courses.

GERMAN 20. Five prepared class periods. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Amerikaner*. Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, *Kurze Geschichten*; Schnitzler, *Der blinde Geronimo*; Durrenmatt, *Der Richter und sein Henker*; Remarque, *Drei Kameraden*.

GERMAN 21X. Five prepared class periods. An accelerated course for qualified students, covering material of both German 20 and German 30. Successful completion enables a student to enter German 40.

GERMAN 30. Four prepared class periods. Throughout the year grammar and writing is reviewed in Sparks & Vail, *German in Review*. Some of the books read include Brecht, *Der Aufstieg und Fall der Stadt Mahagonny*; Haberl, *Im Stil unserer Zeit*; Aichinger, *Der Gefesselte und andere Kurzgeschichten*. Emphasis is placed on reading, comprehension, vocabulary building, and written work.

GERMAN 40 (ABC). Five prepared class periods. Introduction to German Literature. This course prepares for the Advanced Placement Examination. Through detailed stylistic analysis of a number of outstanding works, the students gain an acquaintance with some of the major authors and most significant trends in German literature since 1750. The course consists of three term-contained units which may be taken in any or all terms. The works read include Brecht, *Der kaukasische Kreidekreis*; Büchner, *Woyzeck*; Dürrenmatt, *Die Physiker*; Hauptmann, *Bahnwärter Thiel*; Hesse, *Siddharta*; Kafka, *Die Verwandlung*; Mann, *Tonio Kröger*; and selected poems from Goethe to the present.

GERMAN 50 (ABC). Four prepared class periods. Contents vary according to the needs and interests of the students. The course consists of three term-contained units which may be taken in any or all terms.

GERMAN 60 (ABC). Four prepared class periods. Contents vary according to the needs and interests of the students. The course consists of three term-contained units which may be taken in any or all terms.

SENIOR PROJECT. Under the guidance of a member of the German department, a Senior has the opportunity to do special work in German. It might include supervised teaching of an elementary class or work of his own choice in a special field.

Italian

ITALIAN 10-20 (Not offered in 1971-1972.) Five prepared class periods. A terminal course for Seniors, its aim is to cover the fundamentals of Italian grammar and to develop reading and speaking skills. Italian gradually replaces English in the classroom. Texts: Speroni & Golino, *Basic Italian*; Speroni & Golino, *Panorama Italiano*; Machiavelli, *La Mandragola*; Moravia, *Racconti*.

Russian

The courses in Russian develop skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

RUSSIAN 10. Five prepared class periods. An elementary course in speaking, reading, and writing Russian. Texts: *A-LM Russian Level One*, Second edition (Harcourt); Dawson, *Modern Russian I* (Harcourt); *Graded Russian Readers* (Heath). Coordinated drill in the language laboratory. Open to Juniors, Lower Middlers, and Upper Middlers.

RUSSIAN 10-20. Five prepared class periods. An accelerated introductory course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts:



von Gronicka, *Essentials of Russian*, Fourth edition (Prentice-Hall); *Graded Russian Readers* (Heath). Coordinated drill in the language laboratory. Open to Seniors, and with the approval of Class Officers, to Upper Middlers.

RUSSIAN 20. Five prepared class periods. Completion of the elementary course, with continued emphasis on active use. Texts: *A-LM Russian Level Two*, Second edition (Harcourt); Dawson, *Modern Russian II* (Harcourt); *Graded Russian Readers* (Heath).

RUSSIAN 30. Four prepared class periods. Reading, conversation, and writing, based on a variety of authors. The texts include *A-LM Russian Level Three* (Harcourt), and *Ballad of a Soldier, Scenario* (Harcourt).

RUSSIAN 40. Four prepared class periods. The course may be taken in any or all terms, in term-contained units. Advanced reading, conversation, and composition. Texts: *A-LM Russian Level Four* (Harcourt), and selected literary editions.

RUSSIAN LITERATURE IN ENGLISH (T). Four prepared class periods. Fall Term. The themes of romanticism, realism, the "superfluous person," Slavophilism, Westernism, nihilism, perfectionism, and humanism will be examined in the works of Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Ostrovsky, Dostoyevsky, Tolstoy, Chekhov, and Gorky, both as styles of literary expression and as stimuli of Russia's social and political development.

SOVIET LITERATURE IN ENGLISH (T). Four prepared class periods. Winter Term. A study of the conflict of individual freedom and social purpose in Russia since the Revolution, based on selected translations. Socialist realism, satire, divided personality, and dissent will be examined against the Soviet political and economic background, and in the perspective of Russian literary traditions.

Spanish

The Department of Spanish offers a regular sequence, normally of four years, but able students, by accelerating after the first year, may complete five courses. The aim is to have the students understand the language and speak it fluently. Spanish is used constantly in the classroom. The students learn to read and write the language with ease, and are given a comprehensive introduction to the literature and culture of Spanish and Hispanic America. All courses are open to students of Abbot Academy.

SPANISH 10. Five prepared class periods. In keeping with the new audio-lingual approach this course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom. The basic texts are: *Contemporary Spanish*, by Lado and

Blansitt, (McGraw-Hill Book Co.); *Elementary Spanish. A Conversational Approach*, by Francisco Ugarte, (The Odyssey Press) and *Primas Lecturas: Una Historia Incompleta*, by Gómez del Prado and A. Calvo (Odyssey Press). They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

SPANISH 10-20. Five prepared class periods. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 10 and 20. The basic texts are: *Contemporary Spanish*, by Lado and Blansitt, (McGraw-Hill Book Co.); *Elementary Spanish. A Conversational Approach*, by Francisco Ugarte, (The Odyssey Press); *Gramática Española de Repaso*, by Ugarte, (Odyssey); *Cuentos americanos*, ed. D. D. Walsh, (Norton); and *Lluvia roja*, by Goyortua, (Appleton-Century-Crofts).

SPANISH 20. Five prepared class periods. A continuation course that emphasizes speaking, reading and simple theme writing and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed in accordance with the principles of the audio-lingual method. The basic texts are: *Gramática Española de Repaso*, by Ugarte, (Odyssey Press); *Cuentos americanos*, ed. D. D. Walsh, (Norton); and *Lluvia roja*, by Goyortua, (Appleton-Century-Crofts). Ample language laboratory practice and audio-visual materials reinforce classroom procedures.

SPANISH 21X. Five prepared class periods. Open to students who have completed Spanish 10 with honors. It covers the equivalent of the material of Spanish 20 and 30. Successful completion enables a student to enter Spanish 40 or 41. Texts, supplemented by additional reading, include: *Gramática Española de Repaso*, by Ugarte, (Odyssey); *El Gesticulador*, by Usigli, (Appleton-Century-Crofts); *Cuentos americanos*, ed. Walsh (Norton); *En la ardiente Oscuridad*, by Buero Vallejo, (Scribner's); *El sombrero de tres picos*, by Alarcón, (Macmillan); and *Doña Perfecta*, by Pérez Galdós, (Dell Publishing Co.).

SPANISH 30. Four prepared class periods. An advanced course, which continues to develop oral and aural skills, as well as facility in written composition. Texts (supplemented by additional reading): *En la ardiente oscuridad*, by Buero Vallejo, (Scribner's); *El sombrero de tres picos*, by Alarcón, (Macmillan); *El Gesticulador*, by Usigli, (Appleton-Century-Crofts); and *Doña Perfecta*, by Pérez Galdós, (Dell Publishing Co.).

SPANISH 40. (ABC). Four prepared class periods. The course consists of three term-contained units which may be taken in any or all terms. The purpose of the course is to introduce the student to the

Hispanic world through the study of its history and literature. Texts: *Tesoro Hispánico*, ed. Lado et al., (McGraw-Hill); *Doña Bárbara*, by Rómulo Gallegos, (Appleton-Century-Crofts); *El Burlador de Sevilla*, by Tirso de Molina, (Taurus Ediciones); *Poesía Hispánica*, by A A de del Río, (Holt, Rinehart and Winston); and other reading.

SPANISH 41 (ABC). Four prepared class periods. The course consists of three term-contained units which may be taken in any or all terms. The course aims to develop an appreciation of Spanish culture through the centuries of the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are: *Poesía Española*, by Marín, (Las Américas Publishing Co.); *Abel Sánchez*, by Unamuno, (Austral); *Lorca. Obras escogidas*, ed V. Llorens, (Dell); *Bodas de sangre*, by García Lorca, (Losado); and *Los de abajo*, by Azuela, (Fonda de Cultura Económica). Novels, plays, and essays found in such collections as *Biblioteca Clasica Ebro* and *Clasicas Castellanas* are read.

SPANISH 50. (ABC). Five prepared class periods. The course consists of three term-contained units which may be taken in any or all terms. The basic texts are: *Poesía Española*, by Marín, (Las Américas Publishing Co.); *Tres novelas ejemplares y un prólogo*, by Unamuno, (Austral); *Yerma* and *La casa de Bernarda Alba*, by García Lorca, (Losada); *Borges, sus mejores páginas*, by Enguídanos, (Prentice Hall Inc.); *Cantos de vida y esperanza*, by Rubén Darío, (Austral); *Cuentos*, by Rubén Darío, (Austral); *La familia de Pascual Duarte*, by Camilo José Cela, (Appleton-Century-Crofts); *El árbol de la ciencia*, by Pío Baroja, (Alianza Editorial); *Sonatas*, by Valle Inclán, (Austral); and outside reading.

Work beyond Spanish 50 may be arranged on an independent study basis.



MUSIC

All courses are open to Phillips Academy and Abbot Academy students.

The aims of the Music Department are to provide every student with a valuable experience in music and to give an understanding of the art. Its aims are achieved by the study of theory, history and appreciation, and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one musical comedy each year.

BEGINNING INSTRUMENTS (Not for credit). Students who wish to learn to play a band or orchestral instrument may take private lessons without academic credit. They cost the same as the lessons given for credit. A student may borrow a school instrument at no cost to the student, if one is available; or he may rent one, for a nominal fee, from a recommended music company.

CHORUS, CONCERT BAND, ORCHESTRA (M). Four unprepared class periods. Each course meets four periods a week: three afternoons at 4:23 and one evening between 6:45 and 7:45. Lower Middlers, Upper Middlers, and Seniors may take any of these courses as an elective minor course. Volunteers from all classes who are not enrolled for credit are encouraged to join in as an extra-curricular activity.

INTRODUCTION TO MUSIC (M). Two prepared class periods. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the

music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations. Open to Upper Middlers and Seniors only.

HARMONY (M). Two prepared class periods. Open to Upper Middlers and Seniors only. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course.

INSTRUMENTATION, ORCHESTRATION, CONDUCTING (M). Two prepared class periods. A three-phase elective for Seniors. The first and second terms offer a thorough study of all orchestral instruments and the arranging of music for separate instrumental choirs, gradually increasing into full orchestrating. In the third term the student learns the techniques and patterns of conducting, and the reading and analysis of orchestral scores. Students use recordings, and may have the opportunity to conduct the school Orchestra, Band or Chorus. Some knowledge of harmony and the ability to read music are prerequisites.

THEORY OF MUSIC A. ELEMENTS OF MUSIC (T). Four prepared class periods. Fall Term. Open to Upper Middlers and Seniors only. For the non-player who wishes to learn the vocabulary of music. The course deals with staves, clefs, notes, rests, modes, scales, keys, chords, as well as solfeggio and ear training. It includes the study of instruments and learning to play the recorder. The course is intended to develop and to apply the skills of reading music.

THEORY OF MUSIC B. ELEMENTARY HARMONY (T). Four prepared class periods. Winter Term. Open to Upper Middlers and Seniors only. The course deals with harmonic progression, with triads in root position, first and second inversion, cadences, figured bass, non-harmonic tones, and all other material up to and including dominant sevenths and secondary dominants and their inversions. A prerequisite is Theory A or its equivalent.

THEORY OF MUSIC C. ADVANCED HARMONY (T). Four prepared class periods. Spring Term. Open to Upper Middlers and Seniors only. The course includes the 9th, 11th and 13th chords, non-dominant sevenths, augmented and Neapolitan 6ths, other altered chords and contemporary materials. A prerequisite is Theory B.

GREAT CHORAL MUSIC (T). Four prepared class periods. Fall Term. Open to Upper Middlers and Seniors only. A study of great choral masterpieces throughout the history of music. Masses and motets of Palestrina, Handel's "Messiah" and cantatas of J. S. Bach will represent the Baroque. Haydn's "Lord Nelson Mass" and the Mozart "Requiem" will be among the classical works studied. Schubert's "Mass in G" and the Fauré "Requiem" will be among the

romantic offerings. Works by Benjamin Britten, Randall Thompson and Alan Hovhannes will represent the contemporary picture. Whenever possible, choral scores will be used in the study of these works, through recordings. No prerequisite.

GREAT SYMPHONIC MUSIC (T). Four prepared class periods. Winter Term. Open to Upper Middlers and Seniors only. The course is a survey of the literature of the symphonies from 1750 to the present. It includes the reading and understanding of sonata form and the scores of the masters. Tapes and recordings are used for class demonstration.

JAZZ (T). Four prepared class periods. Spring Term. Open to Upper Middlers and Seniors only. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the thirties, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities of jazz such as W. C. Handy, Jelly Roll Morton, Armstrong, Basie, Whiteman, Gershwin and the rest of the greats.

MUSIC OF THE BAROQUE ERA (T). Abbot Academy. Fall Term. Open to Upper Middlers and Seniors only. Study of the history, literature, and a survey of the principal developments in musical styles from 1600 to 1750 including selected works by such major composers as Vivaldi, Gabrielli, Frescobaldi, Purcell, Scarlatti, Schutz, Couperin, Rameau, Handel, J. S. Bach and others.

MUSIC OF THE CLASSICAL ERA (T). Abbot Academy. Winter Term. Open to Upper Middlers and Seniors only. A survey of the principal developments in musical styles from 1750 to 1820 and a study of the musical literature of Gluck, Bach, Mozart, Haydn, Mendelssohn, Brahms, Beethoven and other great composers of this era.

MUSIC OF THE ROMANTIC ERA (T). Abbot Academy. Spring Term. Open to Upper Middlers and Seniors only. A study of musical styles, forms and techniques of the 19th century, with special attention to the intellectual foundations of the romantic movement. A survey of the musical literature from Schubert through Richard Strauss will be used.

ENSEMBLES (T). Four prepared class periods. Fall Term, repeated in the Winter and Spring Terms. Open to Lower Middlers, Upper Middlers and Seniors only. Small groups of instrumentalists or vocalists are organized to provide advanced students experience in such groups, and an acquaintance with the more advanced literature

of chamber music. String ensembles, woodwind ensembles, brass ensembles, vocal ensembles. Prerequisite: permission of the Music Department and *a member in good standing of the Band, Orchestra or Chorus.*

PRIVATE INSTRUMENTAL AND VOCAL LESSONS (M). The equivalent of two prepared class periods. Weekly instruction in keyboard, orchestral and band instruments, in classical guitar, or in voice. One half period of instruction is supplemented by four hours of practicing. For piano and organ students there is a separate charge of \$150 a year for weekly half-period lessons, and \$270 for weekly full period lessons, and a nominal fee for the use of practice pianos and organs. The charge for half-period classical guitar lessons is \$120, \$240 for full period lessons. The charge for voice lessons is \$120 a year for weekly half-period lessons. Lessons are offered on all band and orchestral instruments at \$120 a year for weekly half-period lessons. Active members of the Band and Orchestra receive instruction at a reduced rate. It is sometimes possible to make arrangements for students to study with members of the Boston Symphony Orchestra. Such lessons are at a higher fee and require that the student pay transportation costs to Boston.

A CAPELLA CHOIR (M). The equivalent of two prepared class periods. The Choir meets two periods per week, and is composed of Seniors who are members of the Abbot Academy Fidelio Society and of the Phillips Academy Chorus who are particularly good singers. Two hours of outside preparation are required, consisting of learning parts and of exercises in vocal sight reading. The group concentrates on the singing of serious vocal literature for mixed voices, e.g., representative cantatas by J. S. Bach, and motets and masses by the great composers of various eras.

MUSIC MAJOR. The equivalent of four prepared class periods may be gained by the combination of any two "M" minor courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined, because they take place simultaneously. All such combinations must have the approval of the Music Department Chairman.

PSYCHOLOGY

HUMAN RELATIONS SEMINAR (T). Two prepared double class periods. Offered in the Fall, Winter, and Spring Terms. For Seniors only. Open to students of Abbot Academy. A course in the psychology of interpersonal behavior. The classroom is used as a laboratory in which the student can observe how personality is expressed in human behavior. While actively participating in the interpersonal relationships that naturally develop in a small group, the student is able to observe directly how people behave in forming group relationships,

how leaders develop and how the attitudes of each individual affect the achievement of the goals of the group.

Discussion is concerned with the development of group goals, values, norms, procedure, and leadership. Particular topics may relate to a wide range of human problems that arouse emotional concern in individuals: relations to authority, social roles, personal styles of expression, feelings of hostility, personal success and failure, family relationships, minority problems, and others. Members may experience emotional reactions that they associate with these problems: frustration, anxiety, boredom, elation, excitement, for example. The course aims, in part, to help the student understand the effect of these reactions on the development of the group.

Periodically, the student is asked to write papers reviewing tape recordings of the group sessions and his own record of the group experience, interpreting them in the light of theories of group behavior that he discovers in the assigned readings. The purpose of the assigned papers is to help the student find and test concepts with which he can order, interpret, and understand the evidence he has observed.

Texts include: *Challenges of Humanistic Psychology*, James Bugental (ed.); *Identity: Youth and Crisis*, Erik H. Erikson; *The Myth of the Birth of the Hero*, Otto Rank; *Experiencing Youth*, Goethals and Klos; *The Quest for Identity*, Allen Wheelis; and others.

A SEMINAR IN LEARNING THEORY (T). Four prepared class periods. Winter Term. The course is for Seniors and Upper Middlers. Open to students of Abbot Academy. It studies the learning process as an academic discipline for its own sake and in order to obtain information useful in analyzing educational philosophies and practices. The course is based around readings grouped roughly into four topics: *The biology of learning*: the physiological aspects of learning and how learning in man differs from learning in other animals. *The human growth sequence*: the sequence of growth in human cognitive and affective behavior as mapped by Erikson, Piaget, Gattegno, and others. *Theories of education*: how they use or ignore what is known of the human growth sequence. *Practices in education*: how what actually goes on in the name of education relates to the theories of education and to the human growth sequence.

PUBLIC SPEAKING

PUBLIC SPEAKING (T). Fall, Winter, and Spring Terms. Four prepared classes. An elective course for Seniors and for some Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. Reference text: Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London).

RELIGION

The courses in religion are intended to introduce students to some of the fundamental religious questions arising out of human experience and to help them gain some knowledge and understanding of a variety of perspectives and practices in which different religions have sought to answer such questions.

Courses at all levels attempt to develop and combine a capacity for critical analysis and a sensitive appreciation of various beliefs and values. They further seek to point to the possibility and the significance of relating religious experience and insight to the problems of everyday living. The source materials are therefore drawn from secular writing and art forms as well as the forms of expression traditionally viewed as sacred.

Religion 40 and the specialized minor courses are open to students of Abbot Academy.

RELIGION 20 (M). THE NATURE OF RELIGION. Two prepared class periods. Open to all Lower Middlers and to certain Juniors with permission. A study of religion in general, and biblical religion in particular, involving an examination of various forms of religious experience and expression both past and present. While the Bible and biblical religion receive extensive treatment, attention is given as well to some of the ancient religions of the Near East, contemporary universal religions, and secularized forms of religion.

The course is organized around a number of fundamental ideas: symbol and myth, community and history, criticism, worship, reflection and moral engagement, fulfillment.

Readings for the course include substantial portions of the Bible (Revised Standard Version) and selections from such texts as: *The Ancient Near East: An Anthology of Texts and Pictures*, James B. Pritchard; *The Religions of Man*, Huston Smith; *Siddartha*, Hermann Hesse; *Come Sweet Death*, B. D. Napier; *Exodus*, Leon Uris; *Why We Can't Wait*, Martin Luther King; *The Autobiography of Malcolm X*; *Are You Running with Me, Jesus?*, Malcolm Boyd; *Zorba the Greek*, Nikos Kazantzakis.

RELIGION 30 (M). ETHICS AND THE BIBLICAL RELIGIOUS TRADITION. Two prepared class periods. Open to Upper Middlers. The course deals first with the relationship between basic patterns of belief and commitment—religion—and the rules or criteria for particular acts—ethics. Major attention is given to the biblical religious tradition, because of its central importance in our culture. The course then examines various ethical problems, both social and personal, and looks at various criteria that men employ in making decisions.

RELIGION 40A. RELIGION AND THE HUMAN SITUATION: WORLD RELIGIONS. Four prepared class periods. Fall Term. Open to Seniors. A look at the variety of religious experience as expressed in some of the living religions of the world. The course includes the use of primary source material from various world religions, films, examples of religious art; as well as reading from such secondary texts as *Man's Religions*, John B. Noss and *The Religions of Man*, Huston Smith.

RELIGION 40B. RELIGION AND THE HUMAN SITUATION: THE NATURE OF MAN. Four prepared class periods. Winter Term. Open to Seniors. A look at the nature of man, with special emphasis on a discussion of problems of identity, evil, community, as expressed in some contemporary literature. The course uses such texts as *Death of a Salesman*, Arthur Miller; *All the King's Men*, Robert Penn Warren; *Cry, the Beloved Country*, Alan Paton; *Darkness at Noon*, Arthur Koestler; *J. B.*, Archibald MacLeish; *The Stranger*, *The Plague*, *The Fall*, Albert Camus; *The Power and the Glory*, Graham Greene.

RELIGION 40C. RELIGION AND THE HUMAN SITUATION: CONTEMPORARY CHRISTIAN THEOLOGICAL EXPRESSION. Four prepared class periods. Spring Term. Open to Seniors. A look at the way Christianity tries to understand and illumine the human situation as seen in the work of some contemporary interpreters. Representative texts: *Honest to God*, John A. T. Robinson; *The New Essence of Christianity* William Hamilton; *Living in the Now*, Frederic Wood; *Situation Ethics*, Joseph Fletcher; *The Secular City*, Harvey Cox.

RELIGION M (T). MYTH AND REALITY. Winter. Open to Upper Middlers and Seniors. The course begins with the question, "What gives purpose and direction to a people?" It studies selected aspects of the American myth—its success and failure. It concludes with treatment of the new myth or myths that seem to be gathering around us. It studies the thoughts of Paul Tillich and reads selections from such works as Roszak's *The Making of a Counter Culture* and Tolkein's *Lord of the Rings*.



Specialized Minors

The following courses, equivalent to year-long minors, meet three prepared class periods for two terms.

RELIGION A (M). AFRICAN RELIGION AND PHILOSOPHY. Fall and Winter and Winter and Spring. Open to Upper Middlers and Seniors. This course is offered twice during the year. The aim of the course is to introduce students to some of the most important aspects of African life. African man lives in a religious universe. The world and practically all of his activities in it are seen and experienced through religious understanding and meaning. The course seeks to interpret that experience. Readings will include *I and Thou* by Martin Buber; *From the Primitives to Zen* by Marcea Eliade; *The Mind of Africa* by W. Abraham; *The Primal Vision* by John V. Taylor; *African Concept of God* by John Mbiti.

RELIGION E (M). ETHICS. Fall and Spring. Open to Upper Middlers and Seniors. In view of the wide-scale rejection of traditional ethical standards in America, the course focuses on possible ethical standards of the future. In the fall term, it treats the historical, philosophical, sociological and economic aspects of leisure. As sources of information, various articles and chapters of books will be used. The course concludes with a vision of what leisure can be in the future. Much the same procedure is used in the spring term for a topic of the class's choice.

RELIGION L (M). LITERATURE, PHILOSOPHY, AND RELIGION. Fall and Winter. Open to Upper Middlers and Seniors. A lecture and discussion course concerned with human values. Readings and discussions deal with the Existential positions and lectures deal with a survey of Greek philosophical thinking. There are selective readings in philosophy, fiction, drama, poetry, and religion. Authors will include Sartre, Camus, Kafka, Greene, and Kierkegaard.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science, designed to provide an understanding of science and of scientific methods and thinking as part of a general education. The sequence also provides a sound foundation for later work in college. Courses designated by the number 40 are more difficult than the regular ones, and admission is granted only to selected students. They prepare in one year for the advanced placement examinations and consequently for advanced standing in college. Science Honors provides a two-year integrated course for those capable of advanced work in both physics and chemistry. Able students who have taken a regular course before their Senior year may

prepare for the advanced placement examinations by taking the 45 course for that subject. In addition, the 45 courses provide an opportunity for uninterrupted work to the student who plans further study in a particular field.

Basic Concepts of Science is a unified science course offered as an alternative to the basic courses in a single science.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

ELEMENTARY SCIENCE. A course for Juniors designed to form an approach to the laboratory sciences of the later years. Because of differences in the scientific training of Juniors, two different courses are offered; Juniors may select either Science 10 or Science 11.

SCIENCE 10 (M). Abbot Academy. A beginning course in physical science for Juniors using a particular course syllabus called Introductory Physical Science.

SCIENCE 11 (M). Three prepared hours. A more advanced course in elementary physical science. It includes many of the basic concepts of chemistry, physics, astronomy and meteorology and incorporates considerable laboratory work.

Biology

All courses except Biology 30 are open to students of Abbot Academy.

BIOLOGY 30. Four prepared periods and one double unprepared laboratory period. The course stresses the unity of life, rather than the diversity, by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism including nutrition, gas exchange, transport, excretion and homeostasis; responsiveness and coordination; reproduction, genetics, and development; the principles and history of evolution; and the principles of ecology.

The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

BIOLOGY 45 (T₂). Four prepared periods and one double unprepared laboratory period. Winter and Spring terms. Open to Seniors

who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board. The course is limited to sixteen students, Seniors having preference.

ANIMAL BEHAVIOR (T). Fall and Spring. Four prepared periods and one double unprepared laboratory period. The course familiarizes students with various aspects of animal behavior. A great deal of emphasis is placed on observations in the field and laboratory. Regular class discussions are held in which students are expected to contribute information from their own observations and from available literature. Some of the topics which may be considered are: territoriality, environmental influences on behavior, age distribution, courtship and mating patterns, home range and the evolution of behavior patterns. A prior course in Biology is a prerequisite. The course is limited to sixteen students, Seniors having preference.

ECOLOGY (T). Four prepared periods and one double unprepared laboratory period. A one-term course offered Fall and Winter. An introduction to ecology with early emphasis on the concepts of the ecosystem, energy flow, material cycling, succession, and relations within and between populations. These fundamentals will then be applied to problems of human ecology such as overpopulation, and air and water pollution. A prior course in Biology is desirable. The course is limited to sixteen students, Seniors having preference.

In the laboratory, relationships in communities will be investigated. Various pollutants and their effects upon the environment will also be tested for and studied.

BIOLOGY AND THE FUTURE OF MAN (T). Spring Term. A prior course in biology is required. Conducted as a seminar, the course examines the contemporary findings, interests, and expectations of researchers and practitioners of biology. Topics include the human nervous system, molecular biology, computers in biology, and so on. The course also considers the implications for man's future of such research and practice. Topics in the second part of the course include feeding mankind, ecology, medical practice, and genetic engineering. The text is *Biology and the Future of Man*, edited by Philip Handler.

ECOLOGY (M). Three prepared periods. Abbot Academy. Open, as a minor course, to Phillips Academy students who have taken a course in general biology. A study of the interrelations between the living and the non-living world divided into three units: plant communities, animals and their environment, and man and his environment.

Chemistry

All chemistry courses are open to students of Abbot Academy.

Chemistry 30 is offered jointly by Abbot Academy and Phillips Academy.

Chemistry 20 and 30 are co-educational, in co-ordination with Abbot Academy. Other courses are open to students of Abbot Academy.

CHEMISTRY 20. Four prepared class periods and one double unprepared laboratory period. Normally offered to students taking chemistry in the Lower Middle year. A college preparatory course that emphasizes quantitative concepts and modern theories of chemistry. Laboratory work is the focus of the course. No preparation is assumed other than a good background in first year algebra. Text: *Chemistry: Experiments and Principles* by O'Connor, Davis, Haenisch, MacNab and McClellan.

CHEMISTRY 30. Four prepared class periods and one unprepared double laboratory period. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Emphasis is placed on the reasoning involved in logical use of modern theory and general concepts rather than upon memorization of facts. Text: *Chemistry, Experimental Foundations*, by Parry, Steiner, Tellefsen and Dietz, Prentice-Hall, Inc.

CHEMISTRY 40. Three prepared class periods and two unprepared double laboratory periods. The course is open to a limited number of able students who have strong scholastic records in mathematics and physics. It is essentially the equivalent of a first-year college course, and prepares students for the Advanced Placement Examination. Text: Same text as Chemistry 45 (T_2) below.

CHEMISTRY 44. (T). Three prepared class periods and two unprepared double laboratory periods. A one-term course offered in the Fall. The course is designed for boys who have had the basic course and wish to study further in the field without trying to meet the standards for advanced placement. To avoid repetition for those who continue chemistry in college, Chemistry 44 covers topics not normally encountered in the introductory college courses.

CHEMISTRY 45. (T_2). Four prepared class periods and one unprepared double laboratory period. Winter and Spring terms. The course is for students who have completed the regular course with distinction and wish to prepare for the Advanced Placement Examination. Text: *Chemistry: Principles and Properties*, by M. J. Sienko and R. A. Plane, McGraw-Hill.



Physics

All physics courses are open to students of Abbot Academy.

The courses in physics satisfy the requirements for entrance to college and prepare the student for further work in physics or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student learns not only the fundamental principles of physics, but also the elements of the scientific method. The implications and effect on current thought of recent advances are constantly considered. The laboratory experiments not only afford training in manipulative techniques and illustrate portions of the text material, but also exemplify proper scientific practice. The use of the slide rule is taught and required.

PHYSICS 20. Abbot Academy. An introductory physics course, primarily for Lower Middlers, using the materials developed by the Physical Science Study Committee (PSSC).

PHYSICS 21. Four prepared class periods and one double unprepared laboratory period. An introductory course designed for stu-

dents who have had only one year of algebra. It uses the materials developed by the Harvard Project Physics Group. It has a laboratory period but is less mathematically oriented than Physics 25.

PHYSICS 25. Four prepared class periods and one double unprepared laboratory period. Open to Lower Middlers, Upper Middlers, and Seniors. An introductory course in the basic concepts of physics with emphasis on relativity and modern physics. A somewhat less rigorous course than Physics 30, it is designed for students who may have only one year of algebra and one year of geometry. Text: *Mainstream of Physics*, by Bieser.

PHYSICS 30 (ABC). Four prepared class periods and one double unprepared laboratory period. Designed for students with demonstrated ability in mathematics and science. The course may be taken for three terms as a full year of introductory college physics, or it may be taken as term-contained units; but Physics 30A is a prerequisite for either Physics 30B and 30C. Text: *College Physics*, by Miller.

PHYSICS 30A. Fall Term. This course amounts to a study of mechanics, primarily classical mechanics, in some depth. Mathematics 40 or its equivalent taken concurrently would be helpful to the student but it is not required.

PHYSICS 30B. Winter Term. A course dealing primarily with wave motions, heat, and kinetic molecular theory. A study of wave motions includes sound and geometric and physical optics. Physics 30A is a prerequisite.

PHYSICS 30C. Spring Term. Includes electricity, magnetism, electronics, atomic and nuclear physics. Physics 30A is a prerequisite.

PHYSICS 40. Four prepared class periods and one unprepared double laboratory period. An honors course open, upon invitation of the department, to a small group of students who are concurrently taking calculus and who have not previously studied elementary physics. A previous course in chemistry, though not required, is advisable. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

PHYSICS 45 (T_2). Three prepared class periods and one unprepared double laboratory period per week. Winter and Spring Terms. Open to students who have completed a year of physics and who have taken, or who will take concurrently, a course in calculus. The Winter Term course is essentially a course in modern physics. Part of the Spring Term is used in reviewing for the advanced placement exam-

ination. The final portion of the Spring Term is devoted to project work. Some advanced laboratory work is done during the Winter Term.

ELECTRONICS (T). Four prepared class periods and one unprepared double laboratory period. Spring Term. An elective minor for those students interested in electronics who do not have room for a major course in physics in their course program. It covers basic electricity and magnetism, circuitry, diodes, triodes, transistors, alternating current, and whatever else time will allow.

Special Science Courses

INTRODUCTORY ANTHROPOLOGY (M). Two prepared class periods. An elective offered by the R. S. Peabody Foundation. Lectures and class discussion are accompanied by visual aids to analyze major anthropological problems. The first part of the course stresses the biological evolution of man, and description of modern races and racial problems. The second part reviews the causes and character of the development of man's culture from its earliest beginnings to the threshold of civilization. The final part emphasizes social institutions among primitive peoples and problems of social change.

BASIC CONCEPTS OF SCIENCE. Three prepared periods and two double unprepared laboratory periods. The course presents an integrated coverage of the basic concepts of physics, chemistry, and biology that are an essential part of the layman's understanding of science today. Basic Concepts of Science is designed for the student who plans to take only one laboratory science while at Phillips Academy. Open to Seniors and Upper Middlers who have not already completed a laboratory science course.

GEOLOGY (T). Three prepared class periods and one double unprepared laboratory period. Spring Term. Open to students of Abbot Academy. The course prepares students to interpret natural environments and to evaluate the physical and chemical processes acting in our own. Mathematics 30 or 31 and a prior laboratory course in physics, chemistry or biology are prerequisites. Field trips to local sites.

SCIENCE HONORS 30 and 40. Five prepared class periods. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 30 fills the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 40.

INTERDISCIPLINARY COURSES

CONTEMPORARY COMMUNICATIONS: Four prepared class periods. Open to students of Abbot Academy. The course, which must be taken in conjunction with Advanced Studio, is designed to examine some of the bases of communication between and among people. Material includes fiction, non-fiction, poetry, drama, motion pictures, music, and the visual arts. Individual and group projects are carried out in any of the above. Prerequisites: successful completion of Visual Studies and of English 40 level course, which may be taken concurrently.

PERCEPTION AND EXPRESSION. Six prepared and four unprepared class periods. The equivalent of one and one-half major courses in terms of credit and in terms of the demands made on the student, the course combines the work in literature and composition usually done in English I with an exploration of other media.

The course exposes the students to various media and involves them in producing or performing in several. After an initial multi-media exercise, a demonstration using tape, slides, film, and live actors, the students turn to an examination of the visual media, working with two-dimensional design techniques and photography; the aural, working with the tape recorder as a means to collect and structure sound; the kinesthetic, in such areas as sports, drama, and dance; and the verbal. The course examines metaphor and symbol and the principles of selecting, ordering, and abstraction common to all media: duality, rhythm, balance, and harmony. It emphasizes the processes of intuition, discovery, and invention, placing great weight on involvement and performance; many of the exercises take place in the studios.

STUDIO MATHEMATICS (M). One double unprepared period of studio art in conjunction with Mathematics 20. Open to students who have completed Perception and Expression, and have the recommendation of their mathematics instructor. The course explores problems of design and structure from the point of view of artist and mathematician.



GENERAL INFORMATION ABOUT SCHOOL LIFE

REGULATIONS AND DISCIPLINE

At Andover it is assumed that students have a serious purpose and therefore that rules can be kept to a minimum. The rules that do exist have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach the students both self-discipline and an understanding that the goal of freedom for the individual can be achieved only within a social order. When a rule is broken, the offender is liable to discipline, usually imposed in serious matters by the Faculty Discipline Committee with the advice of an elected student committee. It is hoped that such discipline will lead a boy to experience the consequences of actions detrimental to himself and others, help him to strengthen himself, and teach him to accommodate himself to the requirements of the school.

Offenses involving a boy's integrity, social offenses that threaten the well-being of the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school all render a student liable to dismissal.

Examples are, dishonesty, the possession or use of alcoholic beverages or illegal drugs, unauthorized absence from school bounds.

Students may not possess, rent, or drive any motor vehicle within school bounds, nor may they possess firearms or explosives. Smoking is forbidden to all students, with the exception that Seniors may smoke pipes. Boys who feel unable to live happily with the Academy's smoking rule should not apply for admission.

Andover expects all students to apply themselves conscientiously to their studies and to discharge their obligations to the school. It expects a greater degree of self-discipline and initiative as the student matures, and to that end creates a less regulated existence for Seniors than for underclassmen. All students, however, are expected to meet their required appointments, especially those immediately preceding and following vacations and holidays.

DRESS AND APPEARANCE, ROOM EQUIPMENT, AND ATHLETIC EQUIPMENT

In dress and appearance, the Academy insists upon neatness, cleanliness, and the avoidance of extremes. The Headmaster is the final arbiter in interpreting standards. Expected dress for formal school functions consists of suitable coat, tie, shirt, trousers, socks and shoes. A suit is desirable for certain special occasions. Minimum dress, both on- and off-campus, consists of shirt, trousers, socks, and suitable footwear. All wearing apparel and personal effects should be plainly marked with the student's name.

The Academy provides each student with bed, mattress, pillow, bed linen, chest and mirror, desk, desk-chair, and easy chair. Bed linen is provided and laundered by the school. Students furnish their own blankets, bedspreads, towels, and desk lamps.

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high sneakers.

The Academy does not issue a detailed list of necessary equipment, but expects each individual to provide for his own needs. Since blankets are not provided, each boy should bring two or three. Other suggested items are a bedspread, towels, and a desk lamp. For the New England winter, an overcoat or warm outer jacket and adequate foot gear should be included.

The Academy is not responsible for the loss of student's clothing or personal effects at any time during the year, except when deposited in the student storage center over the summer vacation.

WORK PROGRAM

The Phillips Academy work program, in which every student takes part, is designed to train boys to do useful work well and to develop their sense of community responsibility for the daily operation of the school. The program assists the school in reducing its expenses and makes it possible to lower student fees.

All boys are responsible for the daily care of dormitory rooms and corridors, under the direction of their housemaster. In addition, they share the jobs of keeping the campus free of litter, shoveling snow in the winter, and doing special work on the grounds at the end of the fall term and at the beginning of the spring term.

Lower Middlers serve as office boys, messengers, and laboratory assistants, working approximately three hours per week. Some Lower Middlers and all Upper Middlers are assigned to work in The Commons, one week on duty followed by three weeks off. Seniors serve in supervisory capacities, such as proctoring in dormitories and dining halls, or, through the Blue Key, as guides for visitors to the campus.

PRIZES

Each year the school awards a variety of prizes honoring distinguished scholarship, character, service to others, or athletic achievement. In 1970-71 one hundred and fifty prizes were awarded. A listing of prizes and prize winners is available from the Admissions Office upon request.



HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is required to have a general physical examination by his family physician, as well as certain screening laboratory procedures and routine vaccinations against smallpox, poliomyelitis, tetanus, measles, German measles, and mumps. His family is asked to complete a confidential medical questionnaire that may reveal significant symptoms or illnesses. Clinical details are for the exclusive use of the Medical Director.

After the student's arrival at the Academy, a review of the physical examination and laboratory reports is carried out by a school physician with each student. For new students, x-rays of the chest are taken, and special examinations of the eye and ear and tests for reading speed and language disability are carried out whenever they are indicated. A dental bite-wing survey and

tuberculin test are conducted for all students. The full-time Medical Director and his colleagues on the Isham Infirmary-Hospital medical staff correlate all clinical information, with a view toward establishing an accurate estimate of each student's physical status and needs.

The Isham Infirmary-Hospital is accredited by the Joint Commission on Accreditation of Hospitals, and is fully licensed as a hospital by the Commonwealth of Massachusetts. The hospital has an x-ray department and clinical laboratory, with a full-time technician. A physiotherapy unit is under the direction of a qualified full-time physical therapist. Graduate nurses are on duty twenty-four hours daily, and additional graduate nurses manage the Outpatient Services from 7:30 a.m. to 5:00 p.m. Isham Infirmary-Hospital is staffed and equipped to care for most problems, and nearby general hospitals are available for major surgery or serious emergencies.

In addition to the daily outpatient clinic held by the Medical Director, who is a specialist in internal medicine, regular clinics are conducted at Isham Infirmary-Hospital in dermatology, orthopedics, and dentistry. Staff consultants are available in most specialty fields of practice, and a full-time clinical psychologist can provide professional counseling.

All major illnesses and injuries are reported to parents by telephone, telegram, or letter. Minor illnesses and injuries are not reported unless there is some unusual complication.

MEDICAL EXPENSES AND MEDICAL INSURANCE

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the Medical Director and his staff without charge, including, if required, two days of hospitalization for each disability. However, parents are responsible for the cost of outpatient surgery, medical consultations, dental care, x-rays, laboratory tests, medications, orthopedic appliances, any required immunizations, and hospitalization at the Isham Infirmary-Hospital as detailed below.

For illnesses or injuries requiring hospitalization at the Isham Infirmary-Hospital beyond two days, a charge will be made, retroactive to the first day of the hospital confinement. A charge will

be made for the treatment of all surgical cases, including orthopedics, at the Isham Infirmary-Hospital, and, if hospitalization is required, a charge will be made commencing with the first day, for students returned to the Isham Infirmary-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital.

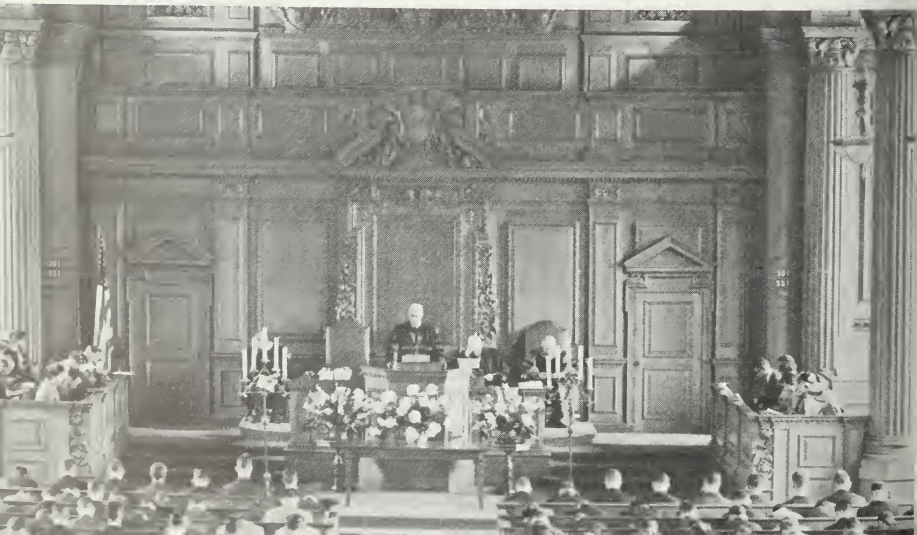
A personal family medical insurance policy will meet most costs in Isham Infirmary-Hospital or elsewhere. A student medical insurance plan is available. The brochure covering details of this insurance plan will be mailed before school opens. The school strongly recommends that each student be provided with adequate insurance coverage.

RELIGION

Phillips Academy was founded as a Protestant Christian Community and in its ministry remains in the Protestant tradition. Recognizing the religious pluralism of contemporary society, however, the Academy acknowledges a responsibility to offer a variety of worship settings and opportunities for religious activity and experience to try to meet the spiritual needs of students, even though it no longer requires the attendance of students at worship services.

The Academy actively encourages students who desire a familiar denominational setting to worship in one of the local churches and acquaints students with the various opportunities in the area. On our own campus, a priest regularly celebrates Mass, and Roman Catholic students have occasional special meetings or programs. A Jewish student congregation holds services, promotes the observance of special holidays, and organizes other activities with the active support of the School Ministers and the assistance of rabbis from the area. Protestant interdenominational services are held regularly in the Chapel and are sometimes familiar and traditional in form, sometimes unconventional or experimental. In addition, there is wide opportunity for students to develop any other types of worship or communal spiritual expression as they may on occasion desire. The Curriculum Study Committee has been charged with considering how the school's educational program might best engage all students in examination of the spiritual nature and needs of man.

Believing that the scope of religious exploration should not be limited to courses in religion and Sunday worship, the Academy encourages its faculty and students to attend a mid-morning, inter-faith service of worship on Wednesdays, in which various members of the school community often plan and lead the service. Also, the Academy seeks to provide opportunities for further religious discovery by students and faculty through a series of overnight conferences and retreats off campus, organized by the Religion Department, and through interdisciplinary colloquia and discussions on campus.



COLLEGE ADMISSIONS

Because of the increasing pressures for admission to the most selective colleges and universities, most Andover seniors have found it advisable to make several applications to institutions of varying degrees of renown. In recent years approximately sixty percent of the Senior Class have been admitted to the college of their first choice. While the school makes every effort to see to it that a boy is admitted to a college appropriate to his needs and abilities, it does not and cannot guarantee him admission to the so-called prestige colleges.

College Matriculation Class of 1971

<i>College</i>	<i>Students</i>	<i>College</i>	<i>Students</i>
American	1	Howard	2
American Academy of Dramatic Arts	1	Hopkins	6
Amherst	3	Lake Forest	2
Bennington	1	Lehigh	2
Boston College	1	McGill	1
Boston University	1	MIT	2
Brandeis	1	Massachusetts	6
Brown	6	Michigan	1
Bucknell	3	New College	2
California Tech. Inst.	1	North Carolina	5
University of Calif. Berkeley	2	Northwestern	4
Santa Barbara	1	Oberlin	1
Santa Cruz	2	Oklahoma	1
Carleton	1	Pennsylvania	16
Carnegie Mellon	1	Pomona	1
Case Western	1	Princeton	13
Chicago	1	Puget Sound	1
Clarkson	1	RPI	1
Colgate	1	Rice	1
Colorado College	1	Rochester	5
Columbia	2	Rutgers	1
Connecticut College	1	Sophia (Japan)	1
Connecticut	1	Southern California	1
Cornell	6	Stanford	12
Dartmouth	6	Swarthmore	1
Dickinson	1	Texas	1
Duke	7	Trinity	1
Eastman	1	Trinity College (Cambridge)	1
Franklin & Marshall	1	Tufts	1
George Washington	1	Tulane	3
Georgia	1	Union	1
Grinnell	1	U.S. Air Force Academy	1
Hamilton	1	U.S. Military Academy	1
Hampshire	2	Vanderbilt	1
Harvard	34	Vassar	1
		Vermont	1
		Virginia	1

<i>College</i>	<i>Students</i>	<i>College</i>	<i>Students</i>
Washington University	1	Williams	2
Wayne State	1	WPI	1
Webb Institute	1	Yale	23
Wesleyan	6		<hr/>
			235*

* This figure does not include those seniors who are deferring college entrance for a year.

FINANCIAL

Because a large part of the Academy's operating income comes from the investment of its endowment funds and from programs of annual giving, it has been possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited from the endowment funds and the giving programs. The total annual cost to the Academy for each student is currently in the neighborhood of \$5,900. Of this figure \$3,050 is provided by the inclusive fee, leaving a considerable balance to be met by the return from invested funds, by gifts from alumni, parents, and friends of the Academy, and from other sources.

Tuition Charges

The annual tuition fees are: \$3,050 for boarding students and \$2,250 for day students (who must live in the Greater Lawrence area). One-half of the tuition fee is payable on September 15, and one-half is payable on January 15. Tuition bills for scholarship students are payable according to the same schedule, in amounts reduced by scholarship awards. A deposit of \$100, required for each student when assured of admission, is credited on the first tuition bill.

An alternative to the semi-annual method of payment stated above is a plan by which the tuition may be paid in ten equal monthly installments, starting on September 1 and ending on June 1. A service charge of \$10 is made for this accommodation. A further alternative is the use of the Insured Tuition Payment Plan, with arrangements for tuition payments to be made through the Richard C. Knight Insurance Agency, Inc. Informa-

ion about these two alternatives, and application forms, are sent to parents in the summer, before the opening of school.

No rebate will be made against the amount of the tuition installment due on September 15 for any student who for any reason is dismissed or withdrawn between the opening of school in the fall and January 15. No rebate will be made against the tuition installment due on January 15 for any student who is dismissed or withdrawn thereafter.

The tuition charge of \$3,050 covers instruction, board, room (including furniture and bed linen), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall or elsewhere, including the Saturday evening motion pictures.

The tuition charge does not include tutoring, language training, special instruction in music or athletics, medical insurance, dental care, special medical expenses, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property. Bills for items not included in the regular tuition charge may be rendered at any time during the school year.

A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full. The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of his graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on September 15, when billed. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	\$25.00 to 95.00
Pressing and cleaning	20.00
Medical Insurance (optional)	28.50
Books and supplies	75.00
Dues, publications, and charitable contributions	20.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	120.00
	<hr/>
	\$260.00 to 383.50

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.





SCHOOL YEAR ABROAD

SCHOOL YEAR ABROAD, three programs conducted during the school year in Barcelona, Spain, Rennes, France, and Hannover-Langenhagen, West Germany, form an integral part of the curriculum of Phillips Academy, Andover, the Phillips Exeter Academy, Exeter, N.H., and of St. Paul's School, Concord, N.H. As such, it is a joint educational venture of the three academies. Its purpose is to provide for qualified secondary school Upper Middlers (11th graders) and a few seniors (who will have completed the American History and laboratory science requirements) a year of intensive study of the Spanish, French, or German language; as complete an immersion in the culture of Spain, France, or Germany as is possible; and at the same time a full academic schedule. The programs are open to American boys and girls from any accredited secondary school. If the student satisfactorily completes the course, it is expected that he or she will return for his Senior year to the school previously attended. A student not already attending an independent boarding school,

who wishes to apply for one of the limited number of places for the Senior year at Andover, Exeter, or St. Paul's must announce his intention in writing at the time he makes formal application to the Program, indicating the school for which he wishes to be a candidate. Soon after the student is admitted to the Program, the Admissions Office of the school selected will indicate what steps should be taken thereafter. These will usually include an interview with an Admissions Officer of the school or his representative before July 15. Action on such applications will be taken before the candidate leaves the United States in September, but final acceptance for the Senior year is contingent on a distinguished record abroad.

Candidates must have completed the equivalent of at least two years of study of secondary school Spanish, French, or German by the date of departure for Europe. This may include summer study. The curriculum of the program parallels that normally available in college preparatory schools in the United States (with the omission of American History in all programs and laboratory science in the French and Spanish). In the Spanish and French programs, the courses in European History, Language and Culture, and Modern Literature are taught entirely in the language of the country by outstanding native teachers. A minor course in the History of Spanish, French, or German Art is ordinarily offered and taught by a native teacher in his language. The courses in English and mathematics are taught in English by experienced members of the faculties of the three sponsoring schools. In the German program to open in 1971, the courses available will be those offered at the Langenhagen Gymnasium. English and mathematics courses are given special attention by the program Director. One of the objectives of the language courses in particular, and of the program as a whole, is thorough preparation for honors work in the Senior year. Such preparation is ideally suited for those boys and girls whose interest in Spanish, French, or German is such that they may seek Advanced Placement in those subjects. Another objective of the program is to expose the student in his daily living to another important culture in as complete a form as possible. Through immersion in a foreign culture, the program endeavors to improve the student's respect for that culture, develop his self reliance, and let him see his own

country in a different light. Students live individually in native homes in each city. During vacation periods, trips are made to as many other important points in each country as time will permit. Trip costs and transportation to and from Europe are included in the tuition fee.

Courses of the Spanish program are conducted in the Instituto de Estudios Norteamericanos, Via Augusta, 123, Barcelona, (6) Spain. Those of the French program are conducted in the building of the Institut Franco-Américain, 7, Quai Chateaubriand, 35-Rennes, France. Those of the German program are conducted at the Langenhagen Gymnasium, 3012 Langenhagen, Konrad Adenauer Strasse, 21-23, West Germany. Sports activities take place in public or private facilities wherever these may be available to the program.

School Year Abroad publishes its own catalogue, which can be obtained by writing the Administrator, School Year Abroad, George Washington Hall, Andover, Massachusetts 01810.

THE ANDOVER SUMMER SESSION

Now in its thirty-first year, the six-week Andover Summer Session complements the winter program of Phillips Academy by offering the same high standards of teaching and learning to a different student body. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. The ideal of the Summer Session is to be a national public summer school, open to all who are well qualified. In 1971, the Summer Session enrolled 560 boys and girls from forty-five states and ten foreign countries, and, because of the scholarship program, from widely differing economic and social backgrounds.

The Summer Session offers no academic credit for any course and places little emphasis on grades. It is not a place to make up work or to strengthen weak academic backgrounds. Students have the opportunity to learn for the sake of learning, free from the pressure of grades, credits, and rank in class. A student may find the Summer Session a useful taste of residential school life and of high academic standards. On the other hand, since the Summer Session presents a different program to different students in a different way, it is by no means a valid sample of the Phillips Academy winter session experience.

Because the student takes only one major course, in a field in which he has already demonstrated special interest and ability, the Summer Session offers an academic experience in depth that can rarely be obtained elsewhere. Language courses offer a concentrated opportunity to learn new skills; other courses offer subject matter or approaches rarely available in secondary schools (*e.g.*, studio art, writing, play production, anthropology, computer programming, film making, psychology, Afro-American studies). All students also study English composition. Most take 18 hours of class each week; the particularly able may elect an additional 6-hour minor course.

The 1972 Andover Summer Session will open on June 28, and will close on August 9. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Phillips Academy, Andover, Massachusetts 01810.

ADMISSIONS

GENERAL POLICY

The school's constitution, written in 1778, states that the Academy "shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Phillips Academy today continues to be evidence of sound character and a strong all around school record. The Academy is especially interested in candidates who demonstrate maturity and concern for others in addition to high performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many other nations. The twenty-four hour association and friendship that a boarding school provides can do much to enhance each boy's ability to understand and to appreciate the attitudes and mores of those from differing geographic, economic, cultural, and ethnic backgrounds.

Each year the Admissions Committee selects from approximately twelve hundred candidates the three hundred most promising and deserving boys, though many of them are unable to pay the full \$3,050 all inclusive fee. Among the entire student body over two hundred and sixty boys receive awards averaging about \$2,100. Thanks to the generosity of a large number of alumni and other friends, over \$550,000 is available in 1972 to provide financial assistance for those who are judged eligible strictly on the basis of need. Of this amount over \$200,000 is reserved for new boys.

Boys are admitted annually to each of the four classes in approximately the following numbers: ninth grade (Junior), 120; tenth grade (Lower Middle), 115; eleventh grade (Upper Middle), 45; twelfth grade (Senior and Postgraduate), 35. Unlike some schools, the Academy does not consider attendance for the full four years essential.

FINANCIAL AID

To assure the desired cross section in the makeup of the student body, the Academy bases its admission on evidence of a boy's own merit. Financial aid is then determined by the availability of funds and by family need as established through evaluation of the Parents' Financial Statement by the School Scholarship Service. The Statement is sent to all families requesting financial aid. The school assumes that all financial aid students above Grade 9 will contribute from their summer earnings.

Awards vary in amount according to the applicant's need, ranging from \$250 to the full amount of \$3,050. In addition, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than 400 miles from Andover. The travel allowance varies in amount from \$25 to \$175 for each of three round-trips, depending on the distance of the student's home from Andover.

Families whose need is not great but who, in the judgment of the Admissions and Financial Aid Committee, are entitled to some assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. Normally, all awards of \$500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

All boys on financial aid are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of and deserve the opportunities that they enjoy. Financial need for each family is reviewed annually.

APPLICATION PROCEDURES

The closing date for receiving applications is normally January 1 (except for Postgraduates). Strong priority is given to those candidates who complete the full admissions procedure by January 15.

The Four Steps for Application

Submit the accompanying Preliminary Application card and \$10.00 fee.

Time: When the decision to apply is made.

The non-returnable \$10.00 fee, payable to the Trustees of Phillips Academy, is required unless specifically waived by the Admissions Office.

I Have a personal interview.

Time: Normally well before January 15 of the year of proposed admission.

An interview is required of all applicants. A visit to the Academy is highly desirable as it gives the candidate a chance to have his questions answered and to see the school for himself.

If a candidate cannot arrange such a visit, he or his family should make an appointment with a nearby alumni representative (see listing on pages 156-163). An appointment with the representative should be made directly with the man himself, not through the Academy office.

All appointments at the Academy should be made in advance, preferably by telephone. Calls to arrange appointments should be made to the Secretary of the Director of Admissions. Telephone 617:475-3400. Office hours: Monday through Friday 9:00-5:00, Saturday 9:00-12:00. The Admissions Office does not usually schedule interviews on Saturdays during Academy vacations.

II Return the Final Application forms.

Time: All forms are normally mailed in mid-November to candidates who have completed step I for admission the following fall. They should all be returned within three weeks of receipt. (Late applicants should see that they are returned immediately.)

III Take the Secondary School Admission Test.

Time: December 11, 1971.

The Secondary School Admission Test is required of all except Senior and Postgraduate candidates. It is particularly

important to take the December 11 administration of the test even though the candidate has taken it previously. It will be given on that day by the Educational Testing Service at centers throughout the United States and many foreign countries. The December test is required of all candidates who initiate application in time to register for it.

The test will also be given on January 29, April 8, and May 20, 1972, but it is unlikely that room will be available for boys who take it later than January. The April or May test is recommended as a trial run for 1973 candidates.

A Bulletin of Information for Candidates, published by the Educational Testing Service, Princeton, N.J. 08540, will be sent to all 1972 candidates who have filed the Preliminary Application card.

Senior Class Candidates

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take the Preliminary Scholastic Aptitude Test or the College Board Scholastic Aptitude Test. They must request the College Board *in writing after the test date* to send Phillips Academy the result of *all* Board tests taken. A check or money order for \$2.00 must accompany the request.

The limited number of well qualified Postgraduates admitted each year are treated as full-fledged members of the Senior Class and are eligible for all school activities and teams. Because of their credit position they frequently have the opportunity to exercise maximum flexibility in course selections.

Acceptance Dates

Candidates for 1972 may expect notification of action as soon as possible after February 25 and certainly before March 15, when parents will normally be required to confirm admission by \$100 deposit or otherwise.

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory academic and general record for the balance of the year.

Placement Examinations and Preparation for Them

Applicants who have been admitted to the Academy will normally be expected to write subject matter placement exams on or about Friday, May 19. The Admissions Office may exempt boys with outstanding records and strong Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their present schools or at home.

Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the \$100 deposit confirming acceptance of admission.

As an additional placement aid, candidates may wish to acquire *Curriculum Suggestions*, four pamphlets covering English, Math, Latin and Modern Language. They are published by the National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109. The previous year's examinations in each subject at each level are included.

Please note that Phillips Academy does not require the study of a foreign language prior to admission.





TRUSTEES

DONALD HOLMAN McLEAN, JR. '28 LL.B. <i>Elected 1958, Elected President 1968</i>	Brookline
JOHN MASON KEMPER, A.M., L.H.D., Litt.D., LL.D., Clerk <i>Elected 1948</i>	Andover
CHARLES STAFFORD GAGE '21, A.M., Treasurer <i>Elected 1952, Elected Treasurer 1966</i>	New Haven, Conn.
BROMWELL AULT '18, S.B. <i>Elected 1953</i>	New York, N.Y.
JOHN USHER MONRO '30, A.B. <i>Elected 1958</i>	Birmingham, Ala.
THOMAS LEE PERKINS '24, LL.B. <i>Elected 1959</i>	Rye, N.Y.
ROBERT LIVINGSTON IRELAND III, '38, LL.B. <i>Elected 1960</i>	New York, N.Y.
GEORGE HERBERT WALKER BUSH '42, A.B. <i>Elected 1967</i>	New York, N.Y.
JOHN LEWIS COOPER '31, A.B. <i>Elected 1968</i>	Needham
PHILIP KIRKHAM ALLEN '29, A.B. <i>Elected 1969</i>	Andover
CHARLES APPLETON MEYER '35, A.B. <i>Elected 1969</i>	Washington, D.C.
GERARD PIEL '33, A.B., D.Sc., Litt.D., L.H.D., LL.D. <i>Elected 1969</i>	New York, N.Y.

ALUMNI TRUSTEES

- WILLIAM WADE BOESCHENSTEIN '44, S.B. Perrysburg, Ohio
Elected June 1969 for three years
- RANK SIDNEY JONES '46, A.B. Newton
Elected 1970 for three years
- ANGELO BARTLETT GIAMATTI, PH.D. New Haven, Conn.
Elected 1971 for three years
- ANTHONY MARTIN SCHULTE '47, M.B.A. New York, N.Y.
Ex Officio for one year as Retiring President of the Alumni Association
- HENRY EARLE RIGGS, M.B.A. Palo Alto, Calif.
Ex Officio for one year as President of the Alumni Association

TRUSTEES EMERITI

- HAUNCEY BREWSTER GARVER '04, LL.B. Oyster Bay, N.Y.
 1947-1960
- LEONARD SMITH '08, A.B. Lincoln
 1956-1960
- HENRY WISE HOBSON '10, D.D., LL.D. Cincinnati, Ohio
 1937-1966 (*President 1947-1966*)
- JAMES PHINNEY BAXTER, 3RD '10, PH.D., LITT.D., L.H.D., D.Sc., LL.D. Williamstown
 1942-1966
- FREDERICK GOODRICH CRANE '15, A.B. Dalton
 1957-1967
- STEPHEN YOUNG HORD '17, A.B. Lake Forest, Ill.
 1963-1968
- JOHN PETERS STEVENS, JR. '15, A.B. Edison, N.J.
 1948-1969 (*President 1966-1968*)

FACULTY

- JOHN MASON KEMPER, A.M., L.H.D., LITT.D., LL.D. Elected 1948
Headmaster
- GEORGE FRANKLIN FRENCH, A.M. Andover
Instructor in French, Emeritus 1907-1944
- ALICE THACHER WHITNEY Andover
Recorder, Emerita 1902-1950
- HENRY PRESTON KELLEY, A.M. Pepperell
Instructor in Spanish, Emeritus 1918-28, 1935-52
- MONTVILLE ELLSWORTH PECK North Bridgton, Me.
Instructor in Physical Education, Emeritus 1916-1955
- GUY JOHNSON FORBUSH, A.B. Andover
Instructor in French, Emeritus 1917-1920, 1924-1955
- ARTHUR BURR DARLING, PH.D. Washington, D.C.
Instructor in History, Emeritus 1917-1918, 1933-1958
- DOUGLAS MANSOR DUNBAR, A.M. Andover
Instructor in Mathematics, German, and Bible, Emeritus 1942-1958

M. LAWRENCE SHIELDS, A.B.	Marblehead
<i>Instructor in Biology and Secretary of the Academy, Emeritus</i>	1923-1960
ROSCOE EDWIN EVERETT DAKE, S.B.	Andover
<i>Instructor in Chemistry, Emeritus</i>	1921-1961
JOHN KINGSBURY COLBY, A.M.	Andover
<i>Instructor in Latin, Emeritus</i>	1940-1962
MILES STURDIVANT MALONE, PH.D.	Daytona Beach, Fla.
<i>Instructor in History, Emeritus</i>	1937-1962
ELIZABETH EADES, A.B.	Williamsburg, Va.
<i>Director of the Library, Emerita</i>	1929-1963
ROGER WOLCOTT HIGGINS, A.M.	Andover
<i>Instructor in English, Emeritus</i>	1933-1963
EMORY SHELBY BASFORD, A.B.	Andover
<i>Instructor in English, Emeritus</i>	1929-1964
FLOYD THURSTON HUMPHRIES, A.B.	Naples, Fla.
<i>Instructor in French, Emeritus</i>	1937-1964
JOHN SEDGWICK BARSS, A.M.	Andover
<i>Instructor in Physics, Emeritus</i>	1923-1965
DONALD MILLER CLARK, M.D.	Williamson, W.Va.
<i>Medical Director, Emeritus</i>	1954-1965
ELBERT COOK WEAVER, A.M.	Madison, Conn.
<i>Instructor in Chemistry, Emeritus</i>	1943-1965
GEORGE GRENVILLE BENEDICT, A.M.	Providence, R.I.
<i>Dean of Students, Emeritus</i>	1930-32, 1933-67
ALEXANDER DUNNETT GIBSON, A.M.	McIndoe Falls, Vt.
<i>Instructor in French, Emeritus</i>	1944-1967
ALAN ROGERS BLACKMER, L.H.D.	Andover
<i>Dean of the Faculty, Emeritus</i>	1925-1968
KENNETH SMITH MINARD, A.M.	North Bridgton, Me.
<i>Assistant Dean of Students, Emeritus</i>	1928-1968
ALFRED GRAHAM BALDWIN, D.D.	Andover
<i>Instructor in Religion, Emeritus</i>	1930-1968
DOUGLAS SWAIN BYERS, A.M.	Andover
<i>Director of the Robert S. Peabody Foundation, Emeritus</i>	1933-1968
CORNELIUS GORDON SCHUYLER BANTA, S.B.	Andover
<i>Instructor in Mathematics, Emeritus</i>	1944-1968
BARTLETT HARDING HAYES, JR., A.B.	Rome, Italy
<i>Director of the Addison Gallery of American Art, Emeritus</i>	1933-1969
FREDERICK JOHNSON, Sc.D.	Andover
<i>Director of the Robert S. Peabody Foundation, Emeritus</i>	1936-1969
CHESTER ARCHIBALD COCHRAN, A.M.	Newburgh, N.Y.
<i>Instructor in French, Emeritus</i>	1936-1970
WALTER GIERASCH, A.B.	Pacific Grove, Calif.
<i>Instructor in English, Emeritus</i>	1941-1970
LEONARD FRANK JAMES, A.M.	Medomax, Me.
<i>Instructor in History, Emeritus</i>	1932-1970
FRANCIS BERTRAND MCCARTHY, A.B.	Andover
<i>Instructor in English, Emeritus</i>	1941-1970
HENRY WARING SCHERESCHEWSKY, A.B.	North Andover
<i>Comptroller, Emeritus</i>	1951-1970



ALSTON HURD CHASE, PH.D. <i>Instructor in Greek, Latin, and History, Emeritus Chairman of the Classics Department</i>	Berwick, Me. 1934-1971
<hr/>	
GEORGE KNIGHT SANBORN, S.B. <i>Instructor in Biology on the Ammi Wright Lancashire Foundation Warden of the Moncrieff Cochran Sanctuary</i>	1928
ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics on the Jonathan French Foundation</i>	1931
*JAMES RUTHVEN ADRIANCE, A.B. <i>Assistant to the Headmaster</i>	1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English and Public Speaking on the Alfred Lawrence Ripley Foundation</i>	1934
FRANK FREDERICK DiCLEMENTE, S.B. <i>Instructor in Physical Education</i>	1935
JAMES HOOPER GREW, D. ÈS L. <i>Instructor in French on the Independence Foundation Teaching Endowment Chairman of the Modern Languages Division</i>	1935
*FREDERICK SCOLLER ALLIS, JR., L.H.D. <i>Instructor in History on the Martha Cochran Foundation Chairman of the History and Social Sciences Department</i>	1936
STEPHEN STANLEY SOROTA, S.B. <i>Instructor in Physical Education</i>	1936
* On leave of absence.	

STEPHEN WHITNEY, A.M.	1936
<i>Instructor in French on the Elizabeth Milbank Anderson Foundation</i>	
<i>Chairman of the French Department</i>	
HART DAY LEAVITT, A.B.	1937
<i>Instructor in English</i>	
WILLIAM HAYES BROWN, A.M.	1938
<i>Instructor in English on the Emilie Belden Cochran Foundation</i>	
<i>Chairman of the English Department</i>	
RICHARD SAWYER PIETERS, A.M.	1938
<i>Instructor in Mathematics on the Independence Foundation</i>	
<i>Teaching Endowment</i>	
<i>Chairman of the Mathematics Department</i>	
ROBERT WHITTEMORE SIDES, A.B.	1938
<i>Instructor in Mathematics</i>	
<i>Director of Admissions</i>	
*HARPER FOLLANSBEE, ED.M.	1940
<i>Instructor in Biology on the Samuel Harvey Taylor Foundation</i>	
<i>Chairman of the Biology Department</i>	
JOSEPH RITTENHOUSE WEIR DODGE, A.M.	1944
<i>Instructor in English</i>	
FREDERICK ALMOND PETERSON, A.M.	1946
<i>Director of Research and Evaluation</i>	
<i>Assistant Director of College Placement</i>	
ALLAN GEORGE GILLINGHAM, PH.D.	1947
<i>Instructor in Latin and Greek on the John Charles Phillips Foundation</i>	
PETER QUACKENBUSH MCKEE, ED.M.	1947
<i>Instructor in Physics and Chemistry on the Cecil F. P. Bancroft Foundation</i>	
<i>Chairman of the Physics Department</i>	
<i>Acting Dean of Students, Fall Term</i>	
GORDON GILMORE BENSLEY, A.B.	1949
<i>Instructor in Art</i>	
<i>Chairman of the Arts Division</i>	
JOHN RICHARD LUX, M.S.ED.	1949
<i>Instructor in Mathematics</i>	
WILLIAM LOUIS SCHNEIDER, MUS.ED.B.	1949
<i>Instructor in Music</i>	
WILLIAM RUSSELL BENNETT, JR., A.B.	1950
<i>Executive Assistant to the Headmaster</i>	
WILLIAM JOHN BUEHNER, A.M.	1950
<i>Instructor in Latin</i>	
SIMEON HYDE, JR., A.M.	1950
<i>Dean of the Faculty</i>	
FREDERIC ANNESS STOTT, A.B.	1951
<i>Dean of Administration and Development</i>	
PHILIP BROWNLIE WELD, M.S.	1951
<i>Instructor in Chemistry and Physics on the George Peabody Foundation</i>	
<i>Chairman of the Chemistry Department</i>	
WILLIAM FRANKLIN GRAHAM, B.S.	1952
<i>Instructor in Mathematics</i>	
<i>Associate Dean of Students and Excusing Officer</i>	
* On leave of absence.	

Faculty

125

RED HAROLD HARRISON, A.M. <i>Instructor in History and Physical Education</i> <i>Chairman of the Athletic Department</i>	1952
JOHN CLAIBORNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i> <i>Scheduling Officer</i>	1952
OSHUA LEWIS MINER, III, A.B. <i>Chairman, Outward Bound, Incorporated</i>	1952
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i> <i>Chairman of the Spanish Department</i>	1953
HERMAN FREDERICK DRAKE, Ed.M. <i>Instructor in Mathematics, School Year Abroad, Barcelona, Spain</i>	1953
EDMOND EMERSON HAMMOND, JR., SC.M. <i>Instructor in Mathematics, Physics, and Chemistry</i>	1953
LOUIS JOHN HOITSMA, JR., Ed.M. <i>Instructor in Mathematics</i>	1953
ROBERT PENNIMAN HULBURD, A.M. <i>Director of College Placement</i>	1953
DALTON HUNTER MCBEE, A.B. <i>Admissions Officer and Director of Financial Aid</i>	1953
ALBERT KARL ROEHRIG, Ed.D. <i>School Psychologist</i>	1954
ROBERT EDWIN LANE, A.M. <i>Instructor in Latin and Russian on the Alfred Ernest Stearns</i> <i>Foundation</i> <i>Chairman of the Russian Department</i>	1955



HAROLD HOLMES OWEN, JR., A.M. <i>Instructor in English, School Year Abroad, Rennes, France</i>	1955
THOMAS JOSEPH REGAN, A.M. <i>Instructor in English</i>	1955
WILLIAM BIGGS CLIFT, JR., MUS.ED.B. <i>Instructor in Music</i> <i>Chairman of the Music Department</i>	1956
FRANK MCCORD ECCLES, A.M. <i>Instructor in Mathematics</i>	1956
*RICHARD VALENTINE HEALY, P.E. <i>Director of Physical Plant</i>	1956
HARRISON SCHUYLER ROYCE, JR., M.I.A. <i>Instructor in History</i>	1956
GERALD SHERTZER, M.F.A. <i>Instructor in Art</i> <i>Chairman of the Art Department</i>	1957
JOHN FRANK BRONK <i>Instructor in Physical Education and Physiotherapist</i>	1958
GEORGE WILLIAM BEST, A.M. <i>Instructor in Mathematics</i>	1958
CLEMENT MORELL, A.M. <i>Instructor in Mathematics</i>	1958
FREDERIC ARNOLD PEASE, JR., B.D. <i>Instructor in Religion</i>	1958
*JOHN RICHARDS, II, M.A.T. <i>Instructor in History</i> <i>Dean of Students</i>	1959
WILLIAM ABBOT MUNROE, A.B. <i>Comptroller</i>	1960
JOHN PATTEN CHIVERS, A.M. <i>Instructor in German</i> <i>Chairman of the German Department</i>	1960
CARL EDWARD KRUMPE, JR., A.M. <i>Instructor in Classics</i>	1960
*WILLIAM LAWRENCE MARKEY, A.M. <i>Instructor in French</i>	1954-1957, 1960
THOMAS REES, PH.D. <i>Instructor in Chemistry</i>	1960
FRANK DEWITT THORNTON, B.M.ED. <i>Instructor in Music</i>	1960
*GEORGE HOWARD EDMONDS, ED.M. <i>Instructor in English</i>	1961
EDWARD MOSELEY HARRIS, S.B. <i>Instructor in Spanish</i> <i>Administrator, School Year Abroad</i>	1961
CRAYTON WARD BEDFORD, A.M. <i>Instructor in Mathematics</i> <i>Director, School Year Abroad, Rennes, France</i>	1962

* On leave of absence.

Faculty

127

FRED JAMES COULTHARD, S.B. <i>Instructor in Physical Education</i>	1962
WAYNE ANDREW FREDERICK, PH.M. <i>Instructor in History</i> <i>Acting Chairman of the History and Social Sciences Department</i>	1962
ROBERT ANDREW LLOYD, ARCH.B. <i>Instructor in Art</i>	1962
HARLES WALDO SMITH, A.B. <i>Alumni Secretary</i> <i>Executive Director, The Alumni Fund</i>	1962
LANSON PERLEY STEVENS, III, A.M. <i>Instructor in German and Russian</i>	1962
THOMAS TOLMAN LYONS, M.A.T. <i>Instructor in History and Social Science</i>	1963
BARBARA McDONNELL, A.B., S.B. <i>Director of the Library</i>	1963
MEREDITH PRICE, M.A.T. <i>Instructor in English</i>	1963
ALEXANDER ZABRISKIE WARREN, M.A.L.S. <i>Instructor in Mathematics</i>	1963
CHRISTOPHER CAPEN COOK, M.F.A. <i>Instructor in Art</i> <i>Director of Addison Gallery of American Art</i>	1964
VINCENT PASCUCCI, A.M. <i>Instructor in Classics</i>	1964
DANIEL DRETZKA OLIVIER, A.M. <i>Instructor in French</i>	1964
RONN NELS MINNÉ, PH.D. <i>Instructor in Chemistry</i> <i>Director of the Summer Session</i>	1965

* On leave of absence.



ANGEL RUBIO Y MAROTO, A.M. <i>Instructor in Spanish</i>	1965
NATHANIEL BALDWIN SMITH, A.M. <i>Instructor in Mathematics, School Year Abroad, Rennes, France</i>	1965
HALE STURGES, II, A.M. <i>Instructor in French</i>	1965
THOMAS EDWARD CONE, III, S.B. <i>Instructor in Biology</i> <i>Acting Chairman of the Biology Department</i>	1966
MICHAEL EDWARD MOSCA, M.B.A. <i>Director of Accounting</i>	1966
DAVID ALBERT PENNER, A.M. <i>Instructor in Mathematics</i>	1966
JOHN GIBSON TOMLINSON, S.B. <i>Director of Physical Plant</i>	1966
JAMES RAE WHYTE, S.T.M. <i>Instructor in Religion</i> <i>Chairman of the Religion Department</i>	1966
KENNETH KELLY WISE, A.M. <i>Instructor in English</i>	1966
JAMES LEIGHTON BUNNELL, A.M. <i>Instructor in History</i>	1967
JOSEPH BELLEAU WENNIK, A.M. <i>Instructor in German</i>	1967
JAMES ROBERT WILSON, PH.D. <i>Instructor in Science</i>	1967
HAMILTON KENT ALLEN, A.B. <i>Instructor in English</i>	1968
SAMUEL IRVINE ALLISON ANDERSON, A.M. <i>Instructor in French</i>	1968
DAVID OWEN COBB, A.B. <i>Instructor in English</i>	1968
DONALD HAVERSTICK GOODYEAR, JR., PH.D. <i>Instructor in English</i>	1968
FRANK LEE HANNAH, A.M. <i>Instructor in Mathematics</i>	1968
ALOYSIUS JOHN HOBASZ, S.B. <i>Director of the Audio-Visual Center</i>	1968
NICHOLAS VAN HOUTEN KIP, A.M. <i>Instructor in Classics</i>	1968
CHRISTOPHER DUNBAR KIRKLAND, A.M. <i>Instructor in English</i>	1968
JOHN KENNEDY McMURRAY, M.A.T. <i>Instructor in Art</i>	1968
RICHARD STOCKTON MACNEISH, PH.D. <i>Instructor in Archaeology</i> <i>Director of the Robert S. Peabody Foundation for Archaeology</i>	1968
CHARLES EMORY APGAR, M.A.T. <i>Instructor in Physics</i>	1969

Faculty

129

ERRY FOSTER, A.M. <i>Instructor in English</i> <i>Director, The Andover Summer Session</i> <i>Chairman, The Andover Evening Study Program</i>	1969
THOMAS ROBERT HAMILTON, M.A.T. <i>Instructor in Biology</i>	1969
JOHN MACDONALD SNYDER, A.B. <i>Instructor in Art</i>	1969
PAUL BARRY CROOK <i>Director of Special Activities</i>	1969
ROGER ELLIOT COLE, M.B.A. <i>Director of Personnel</i>	1969
PETER JOSEPH BALEYKO, S.B. <i>Assistant to the Comptroller</i>	1970
JAMES GILLESPIE LEAF, A.B. <i>Admissions Officer</i>	1970
CARROLL WESLEY BAILEY, J.D. <i>Associate Dean of Students</i>	1970
FRANCIS EMANUEL BELLIZIA, JR., A.M. <i>Instructor in English</i>	1970
F. PETER DZWONKOSKI, JR., PH.D. <i>Instructor in English</i>	1970
DONALD WATT GARDNER, JR., A.M. <i>Instructor in History</i>	1970
JACK KENYON HARRIS, M.A.T. <i>Instructor in Biology</i>	1970
PAUL KALKSTEIN, M.A.T. <i>Instructor in English</i>	1970
JAMES LAWRENCE KEEGAN, ED.M. <i>Instructor in English</i>	1970
CATHERINE JEANNE KIRKLAND, LICENCE ÈS LETTRES, MAÎTRISE <i>Instructor in French</i>	1970
GRANT WILLIS MALLET, B.D. <i>Instructor in Religion</i>	1970
STEPHEN PIKE MARX, A.B. <i>Instructor in English and Art</i>	1970
JOHN HANSEN ODDEN, A.B. <i>Assistant Alumni Secretary</i>	1970
JEAN EDGAR LOUIS RAYNAUD, AGRÉGÉ D'ANGLAIS <i>Instructor in French</i>	1970
GILBERT TENNANT SEWALL, II, A.M. <i>Instructor in History</i>	1970
EDWARD BREWER SISSON, A.M. <i>Instructor in Anthropology</i> <i>Associate Director of the Robert S. Peabody Foundation for Archaeology</i>	1970
FRANCIS GORDON SOULE, JR., M.D. <i>Medical Director</i>	1970

HENRY BOND WILMER, JR., A.B. <i>Instructor in French</i>	1970
JACK SAUL ZUCKER, A.M. <i>Instructor in English</i>	1970
BARBARA OPTON MASSER, A.B. <i>Associate Instructor in Psychology</i>	1970
STUART ALAN PIZER, A.B. <i>Associate Instructor in Psychology</i>	1970
DOUGLAS EVERETT CRABTREE, PH.D. <i>Instructor in Mathematics</i>	1971
ROBERT LEE CRAWFORD, A.M. <i>Dean and Director of Admissions, The Andover Summer Session</i> <i>Instructor in History</i>	1971
HENRY FRANKLIN HOWE, A.M. <i>Instructor in Biology</i>	1971
GEORGE BOOKER NEVIUS, A.B. <i>Instructor in English, School Year Abroad, Barcelona, Spain</i>	1971
GENE PYLE, A.B. <i>Assistant Director of the Addison Gallery of American Art</i>	1971
HARRY MARK ST. JOHN, III, B.S.E. <i>Instructor in Physics</i>	1971
WILLIAM CLAY SHROUT, III, A.B. <i>Instructor in Physics</i>	1971
WARREN KEITH YOUNG, A.B. <i>Instructor in Mathematics</i>	1971
RAY ANTHONY SHEPARD, M.A.T. <i>Associate Instructor in English</i>	1971
STEPHEN BLAZIER WICKS <i>Wingate Paine Fellow in Photography</i>	1971
JOHN ALEXANDER BUTLER FAGGI, JR., A.B. <i>Teaching Fellow in English</i>	1971
CARLOS ARTURO HERNANDEZ, A.B. <i>Teaching Fellow in Spanish</i>	1971
JEFFREY STEPHEN MELAMED, A.B. <i>Teaching Fellow in Social Sciences</i>	1971
JESSE LAWRENCE VAUGHAN, A.B. <i>Teaching Fellow in Religion</i>	1971



ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:30 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras. Receptionist (telephone 617-475-3400), during office hours.

HEADMASTER'S OFFICE

JOHN MASON KEMPER, L.H.D., Litt.D., LL.D., *Headmaster*
MRS. AMY R. ROBINSON, *Secretary to the Headmaster*

OFFICE OF THE EXECUTIVE ASSISTANT TO THE HEADMASTER

WILLIAM RUSSELL BENNETT, JR., A.B., *Executive Assistant to the Headmaster*
MRS. MERRILL B. WILDER, *Secretary to the Executive Assistant to the Headmaster*

ADMISSIONS OFFICE

ROBERT WHITTEMORE SIDES, A.B., *Director of Admissions*
DALTON HUNTER MCBEE, A.B., *Admissions Officer and Director of Financial Aid*
JAMES GILLESPIE LEAF, A.B., *Admissions Officer*
MRS. VIVIAN A. O'DONNELL, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

SIMEON HYDE, JR., A.M., *Dean of the Faculty*
MRS. VIRGINIA N. SHEEHAN, *Secretary to the Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

JOHN RICHARDS, II, M.A.T., *Dean of Students*
PETER QUACKENBUSH MCKEE, Ed.M., *Acting Dean of Students (Fall Term)*
WILLIAM FRANKLIN GRAHAM, S.B., *Associate Dean of Students and Excusing Officer*
CARROLL WESLEY BAILEY, A.B., J.D., *Associate Dean of Students*
PAUL BARRY CROOK, *Director of Special Activities*
JOHN CLAIBORNE McCLEMENT, Ed.M., *Scheduling Officer*
MRS. JANE H. MUNROE, *Recorder*
MRS. ALICE PERSICHETTI, *Secretary to the Excusing Officer*

OFFICE OF COLLEGE PLACEMENT

ROBERT PENNIMAN HULBURD, A.M., *Director of College Placement*
FREDERICK ALMOND PETERSON, A.M., *Assistant Director of College Placement*
MRS. DIANE N. KNIPE, *Secretary to the Director of College Placement*

SUMMER SESSION

JERRY FOSTER, A.M., *Director*
ROBERT LEE CRAWFORD, A.M., *Dean and Director of Admissions*
MRS. EDITH JAKO, *Office Manager*

OFFICE OF RESEARCH AND EVALUATION

FREDERICK ALMOND PETERSON, A.M., *Director*
MRS. MARGARET BOTTICELLO, *Secretary to the Director and Research Assistant*

ARTS AND COMMUNICATIONS CENTER

ORDON GILMORE BENSLEY, A.B., *Chairman of the Division of Art*
 CHRISTOPHER CAPEN COOK, M.F.A., *Director, Addison Gallery of American Art*
 GENE PYLE, A.B., *Assistant Director, Addison Gallery of American Art*
 GERALD SHERTZER, M.F.A., *Chairman of the Art Department*
 LOYSIUS HOBAUSZ, S.B., *Director, Audio Visual Center*
 MRS. RUTH M. ROEHRIG, *Assistant Director, Audio Visual Center*

SCHOOL YEAR ABROAD

EDWARD MOSELEY HARRIS, S.B., *Administrator*
 DANIEL DRETZKA OLIVIER, A.M., *Assistant to the Administrator*
 MRS. MARY D. DUSTIN, *Secretary to the Administrator*
 RAYTON WARD BEDFORD, A.M., *Director, School Year Abroad in France*
 7, Quai Chateaubriand, 35-Rennes, France
 MRS. LIESELOTTE PEROSKI, *Secretary to the Director, Rennes, France*
 EDWARD SAINATI, M.A., *Director, School Year Abroad in Spain*
 Via Augusta 123, Barcelona (6), Spain
 ANGEL RICARDO VILALTA BERNET, *licenciado en derecho, Assistant to the Director, Barcelona, Spain*
 MARIA DOLORES SOLER DE VILANOVA, *licenciada en lengua y literatura castellana, Counselor for Girls, Barcelona, Spain*
 EDNA ATKINSON, *Secretary to the Director, Barcelona, Spain*
 GEORGE ROCKWELL SMITH, A.B., *Director, School Year Abroad in Germany,*
 3012-Langenhagen, Konrad Adenaur Strasse, 21-23, F.R.G.

OFFICE OF THE DEAN OF ADMINISTRATION AND DEVELOPMENT

FREDERIC ANNESS STOTT, A.B., *Dean*
 MISS MARIA T. SQUADRITO, *Secretary to the Dean*

TREASURER'S OFFICE

WILLIAM ABBOT MUNROE, A.B., *Comptroller*
 MICHAEL EDWARD MOSCA, M.B.A., *Director of Accounting*
 PETER JOSEPH BALEYKO, S.B., *Assistant to the Comptroller*
 EVELYN H. GORDON, *Director of Student Accounts*
 MRS. MARY B. CLUKEY, *Office Manager*
 MRS. BARBARA D. MORRISON, *Secretary to the Comptroller*

BUILDINGS AND GROUNDS

JOHN GIBSON TOMLINSON, S.B., *Director of Physical Plant*
 W. FRANKLIN BUCHAN, *Superintendent of Buildings*
 FRANK S. RICHARDS, *Chief Engineer, Power Plant*
 WALTER E. WINN, *Superintendent of Grounds*

ALUMNI AND DEVELOPMENT OFFICE

CHARLES WALDO SMITH, A.B., *Alumni Secretary, Executive Director, The Alumni Fund*
 JOHN HANSEN ODDEN, A.B., *Assistant Alumni Secretary*
 MRS. HELEN BRONK, *Secretary to the Executive Director, The Alumni Fund*

OLIVER WENDELL HOLMES LIBRARY

BARBARA McDONNELL, A.B., S.B., *Director of the Library*
 DORIS R. DUCHARME, A.B., S.M., *Cataloguer*
 MRS. KATHLEEN GONSALVES, S.B., *Reference Librarian*
 MRS. LOUISE LUNDER, S.B., *Assistant Cataloguer*
 MRS. MARGARET B. TOWNE, S.B., *Assistant in the Library*

ADDISON GALLERY OF AMERICAN ART

CHRISTOPHER C. COOK, M.F.A., *Director*
 GENE PYLE, A.B., *Assistant Director*

ANTOINETTE THIRAS, *Secretary and Registrar*
JOHN M. SNYDER, *Curator of Photography*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

RICHARD STOCKTON MACNEISH, PH.D., *Director*
EDWARD BREWER SISSON, A.M., *Curator*
THEODORA GEORGE, S.B., *Administrative Assistant*

ARCHIVES

FREDERICK SCOULLER ALLIS, JR., L.H.D., *Archivist*
MRS. JULIET RICHARDSON KELLOGG, *Associate Archivist*

PERSONNEL OFFICE

ROGER ELLIOT COLE, M.B.A., *Director of Personnel*
MRS. BEATRICE C. KENNEDY, *Secretary to the Director of Personnel*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

FRED HAROLD HARRISON, A.M., *Director*
JOHN FRANK BRONK, *Instructor in Physical Education and Physiotherapist*
ALFRED JAMES COULTHARD, S.B., *Instructor in Physical Education*
FRANK FREDERICK DICLEMENTE, S.B., *Instructor in Physical Education*
STEPHEN STANLEY SOROTA, S.B., *Instructor in Physical Education*

CHAIRMEN OF ACADEMIC DEPARTMENTS AND DIVISIONS

ARCHAEOLOGY
ART
ATHLETICS
BIOLOGY
CHEMISTRY
CLASSICS
ENGLISH
FRENCH
GERMAN
HISTORY AND SOCIAL
SCIENCES
MATHEMATICS
MUSIC
PHYSICS
RELIGION
RUSSIAN
SPANISH
DIVISION OF ART
DIVISION OF MODERN
LANGUAGES

RICHARD STOCKTON MACNEISH, PH.D.
GERALD SHERTZER, M.F.A.
FRED HAROLD HARRISON, A.M.
HARPER FOLLANSBEE, ED.M.
PHILIP BROWNLIE WELD, M.S.
CARL EDWARD KRUMPE, JR., A.M.
WILLIAM HAYES BROWN, A.M.
STEPHEN WHITNEY, A.M.
JOHN PATTEN CHIVERS, A.M.

FREDERIC K. SCOULLER ALLIS, A.M., L.H.D.
RICHARD SAWYER PIETERS, A.M.
WILLIAM BIGGS CLIFT, JR., MUS.ED.B.
PETER QUACKENBUSH MCKEE, ED.M.
JAMES RAE WHYTE, S.T.M.
ROBERT EDWIN LANE, A.M.
JAMES HAROLD COUCH, A.M.
GORDON GILMORE BENSLEY, A.B.

JAMES HOOPER GREW, D'ÈS L.



DEPARTMENT OF HEALTH

FRANCIS G. SOULE, JR., M.D., *Medical Director*
 RICHARD S. O'HARA, M.D., *Assistant Medical Director*
 EILEEN A. HALL, *Administrative Assistant*

Active Medical Staff

FRED G. ARRAGG, M.D., *Otolaryngologist*
 EDWARD J. BROADDUS, M.D., *General Practice*
 WILLIAM CAVERLY, M.D., *Obstetrics and Gynecology*
 MATTHEW CUSHING, JR., M.D., *Internal Medicine*
 GEORGE DENAPOLI, M.D., *Psychiatrist*
 PAUL F. DONAHUE, M.D., *Pediatrician*
 CHARLES A. ELLIS, JR., M.D., *Internal Medicine*
 JOSEPH P. HOLIHAN, M.D., *Anesthesiologist*
 MILTON HOWARD, M.D., *Pathologist*
 ROBERT J. JOPLIN, M.D., *Orthopedist*
 RICHARD KATZ, M.D., *Pediatrician*
 NICHOLAS D. RIZZO, M.D., *Psychiatrist*
 JOSEPH R. ROKOUS, M.D., *Orthopedist*
 GEORGE V. WEST, M.D., *Radiologist*

Consultant Medical Staff

E. GEORGE CLOUTIER, M.D., *Psychiatrist*
 H. JEROME CRAMPTON, M.D., *Ophthalmologist*
 DANIEL ELLIS, M.D., *Internist*
 EMIL J. GANEM, M.D., *Urologist*
 MICHAEL A. GRAVALLESE, JR., M.D., *Internal Medicine*
 WILLIAM GRAY, M.D., *Psychiatry*
 ALFRED S. LANES, M.D., *Dermatologist*
 KENNETH A. MCKUSICK, M.D., *Internal Medicine*—Leave of Absence for 2
 years
 ROBERT RAMSDELL, M.D., *General Medicine*
 JOHN G. WEBSTER, M.D., *Obstetrics and Gynecology*

Department of Dentistry

DOUGLAS M. DUNBAR, D.D.S., *Senior Dentist*
 HERMAN DEWILDE, M.D., D.M.D., *Associate Dentist*
 MILTON J. MEYERS, D.M.D., *Orthodontist*

Consultant in Dentistry

SANTO S. CATAUDELLA, D.M.D., *Oral Surgeon*

Department of Clinical Psychology

A. KARL ROEHRIG, Ed.D.

Paramedical Services

JOHN F. BRONK, R.P.T., *Physical Therapist*
 M. ADELINE HERMAN, A.D.A., *Dietician*
 CHARLES E. HUGHES, B.S., *Pharmacist*
 CALVIN G. PERRY, O.D., *Optometrist*
 ROBERT SHAPIRO, B.S., M.Ed., *Speech Therapist*
 JOAN C. WALSH, R.D.H., *Dental Hygienist*
 LOUIS J. ZUPPARDI, R.T., R.M.T., *Radiology Technologist*



STUDENTS 1970-1971

A

- | | | | |
|---|---|---|---|
| S | Abram, James Koozie
<i>Trenton, N.J.</i> | S | Andrews, David Wallace
<i>New York, N.Y.</i> |
| S | Adams, Ernest Clayton, II
<i>Brookline, Mass.</i> | J | Andrian, William Dean
<i>West Hartford, Conn.</i> |
| L | Adams, William, IV
<i>Mexico I, D.F. Mexico</i> | L | Appleby, Ward Cheney
<i>Locust Valley, N.Y.</i> |
| L | Ahn, Channing Changho
<i>Los Angeles, Calif.</i> | J | Armour, Thomas Stanton, Jr.
<i>Lake Forest, Ill.</i> |
| L | Aitel, Spencer Douglas
<i>Andover, Mass.</i> | J | Armstrong, James Legendre
<i>Armstrong, Tex.</i> |
| L | Alfred, Maynard Melejong
<i>Majuro, Marshall Islands</i> | U | Armstrong, James McKay
<i>Pittsburgh, Pa.</i> |
| S | Allen, Deolis, Jr.
<i>Detroit, Mich.</i> | J | Armstrong, Tobin, Jr.
<i>Armstrong, Tex.</i> |
| S | Allen, Heath Ledward, II
<i>Harrisburg, Pa.</i> | U | Arnold, John Peter
<i>Milan, Italy</i> |
| U | Altekruse, Clifford Frederick
<i>APO New York</i> | L | Arnold, Rome George, III
<i>Chicago, Ill.</i> |
| U | Amini, Bijan
<i>Darous, Teheran, Iran</i> | L | Aronow, Geoffrey Francis
<i>New York, N.Y.</i> |
| S | Anderson, Paul Nathaniel, III
<i>Ann Arbor, Mich.</i> | U | Arroyo, Louis Casteel
<i>Riverdale, N.Y.</i> |
| U | Anderson, Peter Clinton
<i>Akron, Ohio</i> | U | Atwood, Jonathan Fairfield
<i>East Sandwich, Mass.</i> |
| J | Anderson, Peter Howard
<i>Glen Cove, L.I., N.Y.</i> | J | Augerot, William John
<i>Bronx, N.Y.</i> |

B

- S Babb, Perry Stiling
New Canaan, Conn.
- L Bacalao, Andres
Caracas, Venezuela, S.A.
- J Bacon, Bruce Wilson
Toronto, 7, Ontario, Canada
- L Bacon, Wells Whittier
Hyannis Port, Mass.
- J Bailey, Jeffrey Roberts
Warwick, R.I.
- L Balley, Stephen Denham
Winter Garden, Fla.
- S Baird, Frank Weldon
Maryville, Tenn.
- U Baker, Ross Grady, Jr.
Houston, Tex.
- S Bakker, James Richard, Jr.
Littleton, Mass.
- S Balfour, Ian Grant
Town of Mount Royal, Quebec, Canada
- L Ball, Glenn Lockard
Meriden, Conn.
- S Balogh, Brian Henry
Coral Gables, Fla.
- U Bangert, John Theodore, Jr.
Andover, Mass.
- L Banks, Vernon Wayne
Richmond, Va.
- J Barber, Thomas Ward
Middletown, Conn.
- S Barksdale, Vernon Cosby
East Orange, N.J.
- J Barlow, Robert Allan, Jr.
Lawrence, Mass.
- J Barnett, Paul Blue
Abadan, Iran
- U Barry, Matthew Duane
Greens Farms, Conn.
- J Batten, William Thomas, Jr.
Queens, N.Y.
- U Battles, Robert Timothy
Andover, Mass.
- J Bauman, David Francis
New York, N.Y.
- L Bauman, Phillip Allen
Larchmont, N.Y.
- S Bauman, William Carlsen
Larchmont, N.Y.
- J Bayoud, Bradley Wade
Dallas, Tex.
- L Bayoud, George Salim, Jr.
Dallas, Tex.
- U Baz, Javier Wiechers
Mexico 5, D.F., Mexico
- L Beaton, Thomas Arthur
Lincoln, Mass.
- L Beck, Henry Constable, III
Dallas, Tex.
- U Becker, Enno Roland
Robinhood, Me.
- L Beecher, Norman Buckingham, II
Concord, Mass.
- L Begien, Martin, Jr.
Cohasset, Mass.
- S Belichick, William Stephen
Annapolis, Md.
- U Bell, David Michael Mihailin
Holden, Mass.
- L Benitez, David
New York, N.Y.
- S Bennett, Winslow Wood, Jr.
Vancouver, B.C., Canada
- S Ben-Salahuddin, Kim Malik
New York, N.Y.
- S Bensley, Peter Durand
Andover, Mass.
- U Berman, Selig Asher
Great Neck, N.Y.
- U Berry, Richard Kingsley
Darien, Conn.
- J Bertsch, August Roelof
Kingsport, Tenn.
- L Beschloss, Michael Richard
Flossmoor, Ill.
- S Bianchi, Robert Thomas, Jr.
Dania, Fla.
- S Bigwood, Alton Gregory
Wellesley Hills, Mass.
- U Bigwood, Douglas Wayne
Wellesley Hills, Mass.
- J Billheimer, Gordon Edward, Jr.
Charlton Heights, W. Va.
- U Billman, Douglas Neill
Oyster Bay, N.Y.
- L Bird, John Traill
Mountain Brook, Ala.
- U Bissett, Travis Anthony
Tulsa, Okla.
- U Bissinger, Harry Gerard, III
New York, N.Y.
- S Black, Timuel Kerrigan
Chicago, Ill.
- S Blasier, Peter Cole
Pittsburgh, Pa.
- L Bloomfield, Brooks Collier
West Hartford, Conn.
- U Boak, William Conrad
Watertown, Conn.
- L Boeschenstein, William Wade, Jr.
Perrysburg, Ohio
- L Bohanon, Thomas Clay
Kirby, Mont.
- U Bolduc, Daniel George
Waterville, Me.
- L Boll, Carleton Hunter, Jr.
Rumson, N.J.
- S Bolles, John Thomas
San Francisco, Calif.
- L Bonaparte, Robert Edward Lee
Portland, Ore.
- S Bonds, Mark Evan
Norfolk, Va.
- I Bourne, Laurence Nicholas
Washington, D.C.
- L Boyd, Charles Edward
Knoxville, Tenn.
- U Boynton, John Allan
North Easton, Mass.

- U Brankovic, Nebojsa
Belgrade, Yugoslavia
- S Brescia, Christopher Joseph Peter
Washington, D.C.
- U Bretoi, Christopher Lee
Palo Alto, Calif.
- L Brickley, Craig William
Everett, Mass.
- S Bridges, Andrew Phillip
Atlanta, Ga.
- J Briggs, James Edwin
Freeport, Me.
- U Briggs, Jonathan
Andover, Mass.
- U Britt, John Edward
LaCrosse, Wisc.
- S Broderick, Vincent Joseph
Pelham Manor, N.Y.
- J Brody, Stephen Russell
Andover, Mass.
- U Brown, Thomas Eckels
Pittsburgh, Pa.
- L Brown, William Cronin
Boxford, Mass.
- L Browne, Michael Christopher
Miami, Fla.
- U Bruckmann, Bruce Cameron
Rumson, N.J.
- J Brunner, George Edward, III
South Bend, Ind.
- U Bryant, Gerald Curtis
Cleveland, Ohio
- U Budge, Hamilton Whithed, Jr.
Hillsborough, Calif.
- S Buhler, Luis Paltenghe
Stamford, Conn.
- L Bukawyn, Walter Michael
Jackson Hts., N.Y.
- S Bump, Lawrence Winslow
Ashland, Ky.
- U Burd, Daniel Hampton
San Francisco, Calif.
- U Burke, Kevin Francis
Newton, Mass.
- J Burns, Donald Duane
Christiansted, St. Croix, V.I.
- S Burns, Edward Patrick, Jr.
Arlington, Mass.
- U Burt, Thomas James
Algona, Iowa
- S Burthey, Grover Cleveland, Jr.
Durham, N.C.
- S Burton, Cleveland, Jr.
Detroit, Mich.
- S Bush, John Ellis
Houston, Tex.
- S Butler, Gregory Stewart
Fayetteville, N.C.
- U Butler, Samuel Coles, Jr.
New York, N.Y.
- S Buxton, Douglas Francisco
New York, N.Y.

C

- S Caffray, William Gillespie
Pelham Manor, N.Y.
- J Cahill, John Edward
North Hampton, N.H.
- S Cahill, William Peter
North Hampton, N.H.
- S Cahn, Daniel Peter
New Haven, Conn.
- L Cameron, Donald Kenzie, III
Dhahran, Saudi Arabia
- J Cameron, Michael Kevin
Charlotte, N.C.
- L Campbell, Gary Gilbert
Lowell, Mass.
- J Canty, David James
Andover, Mass.
- S Carlisle, Michael Vadim
Washington, Conn.
- S Carroll, Jeremy John
Barre, Mass.
- J Carroll, Randall William
Wayland, Mass.
- U Carson, Stanley Allen
Bowling Green, Ky.
- J Carter, Howard Giles
Montreal, P.Q., Canada
- U Casev, Richard Clyde
Andover, Mass.
- S Cashin, Richard Marshall, Jr.
APO San Francisco
- L Castro, Michael Peter
Middle Village, N.Y.
- S Caverly, Andrew Dyer
Andover, Mass.
- J Caverly, Timothy John
Andover, Mass.
- S Cerf, Jay Randolph
Cambridge, Mass.
- S Chafee, Lincoln Davenport
McLean, Va.
- U Chagnot, Brian Wallace
Johannesburg, South Africa
- S Chamberlin, Thomas Bowman
Sherborn, Mass.
- L Chambers, Thomas Jonathan
Niskayuna, N.Y.
- U Chan, Hilary
Dayton, Ohio
- S Chandgie, Marc Alan
Greensboro, N.C.
- S Chandler, Harry Brant
San Marino, Calif.
- L Chapin, David Schoch
Charlotte, N.C.
- L Chaplin, Philip Theopold
Virginia Beach, Va.
- U Chardon, Marc d'Estournelles
Jefferson, N.H.
- U Chase, David Fessenden
Cohasset, Mass.

- L Chase, David Webster
Oklahoma City, Okla.
- S Cheney, Edward Drew
Washington, D.C.
- S Chessman, Alexander Wallace
Granville, Ohio
- J Choi, Young I 1
E. Northport, N.Y.
- U Christensen, Craig Whittaker
New Canaan, Conn.
- U Christy, Joseph Parsons
Noank, Conn.
- U Chun, Harland
Milburn, N.J.
- U Church, George McDonald
Clearwater, Fla.
- J Clark, Michael Alden
Union, Me.
- L Cloney, Thomas Francis, III
West Chester, Pa.
- J Coates, Scott Randall
Shreveport, La.
- S Cobb, James Lowry Smith
Fort Smith, Ark.
- S Coghlan, Edward Evans
APO N.Y.
- L Cohen, Eric Phin
Milton, Mass.
- S Cohen, Etahn Micah
Manchester, N.H.
- U Cohen, Roger Bryan
Milton, Mass.
- S Coleman, Samuel Richard
Easton, Pa.
- L Collins, James Joseph
Andover, Mass.
- L Collins, William Lewis
Whitesburg, Ky.
- J Connelly, Daniel Mark
Pittsburgh, Pa.
- U Contarino, Michael Peter
North Andover, Mass.
- J Cook, Ethan Christopher
Andover, Mass.
- U Cooper, George Randolph, III
Slingerlands, N.Y.
- L Cooper, Kenneth Joseph
Denver, Colo.
- J Corcoran, Michael Joseph
Cambridge, Mass.
- U Costin, Michael Noel
Framingham, Mass.
- U Cox, George Norbert, III
Andover, Mass.
- J Coyer, Christopher Bruce
Washington, D.C.
- U Crawford, James MacKinnon
Fairfield, Conn.
- L Crawford, William Walsh, Jr.
Katonah, N.Y.
- L Cregg, Alan Morton
Andover, Mass.
- U Cregg, Francis
Andover, Mass.
- U Critchlow, Douglas Edward
Andover, Mass.
- S Crone, Stewart MacWilliam
Fair Haven, N.J.
- U Crosby, Victor Anderson, II
Athens, Ga.
- L Crowley, James David
Puerto Ordaz, Venezuela, S.A.
- L Cruz, Marcos Antonio
Brooklyn, N.Y.
- J Cunliffe, William Henry, V
Andover, Mass.
- J Currie, Peter Louis Sparre
New York, N.Y.
- L Cuthbertson, Kent
Ottawa 8, Ontario, Canada
- U Cuthbertson, Rand James
Ottawa 8, Ontario, Canada
- S Cuthell, David Cameron, Jr.
APO, N.Y.



D

- L Dallago, Gene Alfred
Sands Point, L.I., N.Y.
- L Danello, John Joseph
University Heights, Ohio
- J Danello, Timothy Francis
University Heights, Ohio
- U Daniel, Thomas Franklin
Chapel Hill, N.C.
- L Daniels, Alfred Lord, II
Andover, Mass.
- U Dann, Lyman Kevin
Painted Post, N.Y.
- S Danner, David Bigelow
West Newton, Mass.
- U Darner, Richard Hammon
Wichita Falls, Tex.
- L Davis, Clifton Howells
Ashby, Mass.
- J Davis, Walter James, Jr.
Henderson, N.C.
- L Dean, James Campbell
Norwich, Vt.
- U deCholnoky, Alexander
Greenwich, Conn.
- J DeGraw, William Fred
Danbury, Conn.
- S DeMello, Thomas Williams
Falmouth, Mass.
- J Demetrakakes, Pan James
N. Riverside, Ill.
- S de Onis, Juan Francisco, Jr.
Centerville, Mass.
- U de Piolenc, Francois Marc
Fairfield, Conn.
- J Devine, John Bernard, Jr.
Methuen, Mass.
- S DeWitt, Peter Wood
Granby, Mass.
- U Dhamcharee, Sersythaphandhu
Bangkok, Thailand
- S Dines, Anselm Carl
Colorado Springs, Colo.
- U Dobbs, William Boone
Capital Federal, Argentina
- U Dolan, Richard Klarman
Southport, Conn.
- L Donahue, David Alexander
Norwell, Mass.
- S Donovan, Edward Dennis
Wakefield, Mass.
- J Dorman, William Edwin, 3d.
Boxford, Mass.
- L Dorsey, David Christopher
West Chicago, Ill.
- S Dove, Webster Pope
Beverly, Mass.
- L Downs, David Erskine
Durham, N.H.
- J Doyle, David Laurence
Hopedale, Mass.
- J Drake, Jonathan Lyman
Falmouth, Me.
- L Drake, Joseph William, III
Old Greenwich, Conn.
- J Drasnin, Stephen Lee
Charleston, W. Va.
- L Drury, Ralph Orin, II
New Haven, Conn.
- L Du Bain, Donald Aldous
Kentfield, Calif.
- S Duble, Christopher Haskell
North Haven, Conn.
- U DuBois, Kent Spencer
Las Vegas, Nev.
- U Dubose, Laniel
Aiken, S.C.
- L Dunn, Jack, III
Lubbock, Tex.
- S duPont, Emile Francis, II
Hockessin, Del.
- L Duprey, Mario, Jr.
Warminster, Pa.
- U Durfee, William Keith
South Hadley, Mass.

E

- S Earthman, Thomas Tyne
Nashville, Tenn.
- S Eden, Peter Daggett
Mill Neck, L.I., N.Y.
- J Effinger, Thomas Nelson
Evansville, Ind.
- L Ehrlich, Kenneth Frederic
Newton, Mass.
- L Eisenbeiss, Christian Richard Hermann
2 Hamburg 52, Germany
- J Elias, Philip Latif
New Kensington, Pa.
- L Elrod, John Henry, Jr.
St. Louis, Mo.
- S Emery, Waden Everett, III
Oklahoma City, Okla.
- S Ennis, David Arthur
Big Falls, Minn.
- S Enright, William Frederick, Jr.
Westport, Conn.
- U Epstein, David Frederick
Cambridge, Mass.
- L Erkert, James Sommer
Rockford, Ill.

F

- S Falangas, Charles Stratis
Wakefield, Mass.
- S Farnham, John Steven
West Des Moines, Iowa
- L Fawcett, Ian Thomas
Oakville, Ontario, Canada
- L Feliciano, David Martin
Buffalo, N.Y.
- Fernberger, Peter Baldwin
Weston, Mass.
- L Ferris, Christopher Curtis
Winston-Salem, N.C.
- J Fields, James, III
Memphis, Tenn.
- S Finn, Paul Burke
Nairobi, Kenya
- S Finne, Nils Christian
Alexandria, Va.
- S Finnegan, Paul James
North Scituate, Mass.
- J Fisher, Clinton Branch
New Canaan, Conn.
- L Fisher, Herbert Lawson
Greenwich, Conn.
- U Flaherty, Morgan Francis, Jr.
Pittsburgh, Pa.
- J Flanagan, Thomas Joseph
Tewksbury, Mass.
- J Fleischmann, Thomas Cottrell
Sandwich, N.H.
- J Fleming, Bruce McClung
Winterthur, Del.
- U Fletcher, Thomas Mark
Binghamton, N.Y.
- L Flounders, Joseph Walkden
Old Greenwich, Conn.
- S Foisie, Geoffrey Francis
Alexandria, Va.
- S Foley, Thomas Coleman
Winnetka, Ill.
- U Forster, Thomas Baldwin
Bethesda, Md.
- U Forystek, Wesley Paul
North Minneapolis, Minn.
- L Foster, George Robert, Jr.
Clarksdale, Miss.
- L Fox, Michael Peter
Harrisonburg, Va.
- J Foxwell, Charles Walden
Hinsdale, Ill.
- J Fraker, Christopher Porter
Princeton, N.J.
- U Frazier, Thurston Edward, Jr.
Charlotte, N.C.
- S French, Jameson Stevens
Andover, Mass.
- S Frisbie, Robert
Garden City, N.Y.

G

- L Gabriel, Bertram, III
Chappaqua, N.Y.
- J Galbiati, Charles Edward
Andover, Mass.
- U Galbiati, Louis Joseph
Andover, Mass.
- J Gannon, Christopher Richard
Andover, Mass.
- S Gardella, Christopher Shinn
Weston, Mass.
- S Gardiner, Hobart Clive, Jr.
New York, N.Y.
- S Gardner, William Palmer
Barrington, Ill.
- S Garrie, Joseph Wolf
La Jolla, Calif.
- S Garrity, Jeff Michael
So. Weymouth, Mass.
- S Gay, Timothy James
Pleasant Hill, Ohio
- L Geisterfer, Geert Jan
Mexico City, D.F.
- L Geoghegan, John Terence
Shrewsbury, Mass.
- U Gettys, James
Louisville, Ky.
- I Gifford, William Henry, Jr.
Glen Head, L.I., N.Y.
- U Gilbert, Peter Addley
Barrington, Ill.
- S Gillespie, John William, Jr.
Watertown, Mass.
- U Gillespie, Mark Frederick
Watertown, Mass.
- U Gittelsohn, Gary
North Woodmere, N.Y.
- S Gleason, Douglas Edwin
Branford, Conn.
- J Gleason, Stephen Charles
Branford, Conn.
- L Gomez, Michael Thomas
Belvedere, Calif.
- J Goodreault, Eugene Joseph, Jr.
Bradford, Mass.
- S Goodwin, Brantly Sumner
Chapel Hill, N.C.
- S Gordon, Andrew Douglas
Torrimar, Bayamon, Puerto Rico
- J Gordon, Lewis Owen
Brockton, Mass.
- I Gordon, Paul Arthur
Brockton, Mass.
- L Gordon, Reginald
East Orange, N.J.
- S Gordon, Richard Douglas
Chapel Hill, N.C.
- J Gordon, Richard Kinton, Jr.
Andover, Mass.
- S Gore, Ronald Gene
Trenton, N.J.



- L Gou, Francisco
Andover, Mass.
- L Graff, Thomas Duncan
Indiana, Pa.
- U Graham, Russell Dale
Pittsburgh, Pa.
- L Graichen, Dana Fred
Methuen, Mass.
- S Grant, Jon Michael
Pittsburgh, Pa.
- U Grant, Patrick Joseph
Milton, Mass.
- S Gravalles, David Michael
Andover, Mass.
- J Greeff, Douglas Haven
New York, N.Y.
- U Green, Richard Steven
Manchester, N.H.
- L Greene, Bruce William
Cleveland, Ohio
- L Griffin, Michael David
Dysart, Iowa
- S Griffin, Richard Wiswall
Salem, Mass.
- S Grillo, Michael Henry
Andover, Mass.
- L Gross, Randolph Dean
Andover, Mass.

H

- L Hackett, James Edward, Jr.
Cranston, R.I.
- U Hadley, Nicholas John
New York, N.Y.
- U Hall, Richard Elliott
Carmel, Calif.
- U Hall, Timothy Andrew
McLean, Va.
- U Halley, Michael Rudolph
New York, N.Y.
- S Halley, Peter Rudolph
New York, N.Y.
- S Hamilton, Gregg Ross
FPO N.Y.
- I Hammer, Gregory Benson
Highland Park, Ill.
- L Haney, Christopher Jerome
Washington, D.C.
- U Hardenbergh, Evan Scott
Fairfield, Conn.
- S Harding, Louis Branch
Andover, Mass.
- J Harig, Karl Gold, III
Andover, Mass.
- I Harper, Stephen William
Arcadia, Calif.
- I Harris, Crafford Arrington
Blacksburg, Va.
- L Harsch, David Randall
Weston, Mass.
- I Harshman, Edward Jay
New York, N.Y.
- S Hart, Austin Dickinson
New Canaan, Conn.
- L Hart, Bradford Downey
Bethesda, Md.
- I Hart, William Dickinson, III
New Canaan, Conn.
- L Hatton, Gregory Macauley
Grand Haven, Mich.
- J Hatton, Julian Burroughs, III
Grand Haven, Mich.
- S Haydock, Walter Howe, III
New York, N.Y.
- L Hayes, Edward Barbour
New York, N.Y.
- U Hearey, Clement James
Oaklyn, N.J.
- S Hearne, Robert Bickford, Jr.
Dedham, Mass.
- S Hedges, Jeffrey Leland
Washington, D.C.
- U Heflin, John James, III
Memphis, Tenn.
- U Heidrich, William Pindell
Peoria, Ill.
- U Heller, Mark Jeffry
Johnstown, Pa.
- J Henderson, Irvin Maurice
Henderson, N.C.

- L Herwitz, Daniel Alan
Worcester, Mass.
- U Herzeca, Christian Stephen
Babylon, N.Y.
- U Hess, John Barnett
New York, N.Y.
- U Hetzler, Peter Theodore
Runson, N.J.
- U Hewett, George Anthony
Morristown, N.J.
- S Hewitt, Thomas Denison, II
Calgary, Alberta, Canada
- U Heywood, Charles Walker
Dhahran, Saudi Arabia
- S Hickox, Steven Webster
Waterville, Me.
- L Hilboldt, James Sonnemann, Jr.
Kalamazoo, Mich.
- J Hilder, David Bruce
Andover, Mass.
- U Himmelfarb, Jonathan
Marblehead, Mass.
- U Hindert, Thomas Michael
Kalamazoo, Mich.
- L Hines, John Lawrence, Jr.
Winnetka, Ill.
- U Hinman, Douglas Edward
Andover, Mass.
- U Hirschler, Charles
New York, N.Y.
- J Ho, Steven Theodore
Montreal 216, Quebec, Canada
- J Hobson, Anthony Woodford
Cincinnati, Ohio
- U Hoch, Steven George
Irvington-on-Hudson, N.Y.
- U Hoffman, William John, III
Rizal, Philippines
- S Holt, Milton Ikaika
Honolulu, Hawaii
- S Hooper, Philip Mulford
Owings Mills, Md.
- L Horne, Fredrick Carlton
Boston, Ga.
- S Horrigan, Robert Angus
Penn Yan, N.Y.
- L House, Seymour Baker
Payson, Ill.
- L Howard, Jeffrey Exton
Washington, D.C.
- U Howes, Lewis Verlie
Calgary 9, Alberta, Canada
- U Hsieh, David Arthur
White Plains, N.Y.
- L Huber, Michael Stone
Locust, N.J.
- S Hughes, Scott Richard
Dover, Mass.
- U Hulbert, Jonathan Hanni
Brooklyn, N.Y.
- L Husson, Michael Andrew
Lowell, Mass.
- L Huth, Alan Hooker
Wayne, Ill.
- Hyde, Charles Vaughan
Eynsford, Kent, England

I

- J Ingram, Charles Mark
Tucson, Ariz.
- I. Ingram, John
New York, N.Y.
- J Ireland, George Ring
Cleveland Heights, Ohio
- U Iwahara, Makoto
New York, N.Y.

J

- S Jackson, Donald Conrad
Potomac, Md.
- L Jackson, James Edward
Brookline, Mass.
- J James, Bernard Michael
Methuen, Mass.
- U Jatoi, Imdadali
Deadwood, S.D.
- S Jefferson, Dennis Vernet
Washington, D.C.
- L Jensen, Peter Michaelson
New York, N.Y.
- L Jewkes, Alan James
State College, Pa.
- J Johnson, Arnold Everett
Pittsburgh, Pa.
- S Johnson, Frederick Spencer, Jr.
Westfield, N.Y.
- U Johnson, James David
Barrington, R.I.
- U Johnson, James Hubert, Jr.
Capital Heights, Md.
- U Johnson, Robert Lee
Langdale, Ala.
- J Johnson, Whitney Lasalle
West Germany
- L Johnston, Edward Raymond, II
Kenilworth, Ill.
- L Jones, Daniel Charles
Cohasset, Mass.
- S Jones, Marshall Ramsey
Statesville, N.C.
- S Jones, Michael Orlando
Memphis, Tenn.
- J Jones, Timothy Coolidge
Burnsville, N.C.
- L Jordan, Frederick Winthrop
Chevy Chase, Md.
- S Just, Arthur Albert, Jr.
Mexico 10, D.F., Mexico

K

- J Kaiser, Paul Allen
Republic of South Africa
- U Kaiser, Timothy Matthew
Republic of South Africa
- S Kann, Philip James
Los Altos, Calif.
- S Kannan, Michael Dempsie
Andover, Mass.
- L Kaplan, William Bruce
Nanuet, N.Y.
- U Kasilowski, Mark William
Lowell, Mass.
- L Kauffman, Richard Lee
Encino, Calif.
- S Kaufman, Alan John
Rockland, Mass.
- U Kawano, David Shohei
Stockton, N.J.
- L Kawano, Jonathan Jiro
Stockton, N.J.
- S Kayden, Jerold Seth
Irvinton, N.Y.
- U Kazickas, Alexander Kestutis
New Rochelle, N.Y.
- U Keatinge, Richard Harte
Riverside, Conn.
- S Keefe, Charles Baker
Houston, Tex.
- L Keeling, Thomas Bruce
Rockford, Ill.
- S Kelley, Robert James, Jr.
Needham, Mass.
- S Kellogg, Peter Fuller
Weston, Mass.
- S Kelsey, Peter Baker
Rye, N.Y.
- L Kemp, Philip Sperry, Jr.
Omaha, Neb.
- S Kent, Bradley Dewey
Andover, Mass.

- U Keogh, John, III
Norwalk, Conn.
- L Keogh, Marvin Douglas
Norwalk, Conn.
- L Kerins, William Francis
North Andover, Mass.
- L Kimball, Christopher Ward
Andover, Mass.
- S Kimble, Roger, III
Oakland, Calif.
- L King, William Davies, Jr.
Canton, Ohio
- U Kirkland, Marshall Hoadley
New York, N.Y.
- U Kita, Jefferson Allan
Chelmsford, Mass.
- J Klein, Jonathan Phillip
Los Angeles, Calif.
- U Klosowicz, Peter Christopher
Lowell, Mass.
- J Kloza, William Keith
Lowell, Mass.
- S Knights, David Holmes
Georgetown, Mass.
- U Koch, John Lester, III
Pittsburgh, Pa.
- S Koerner, Henry, III
Tucson, Ariz.
- U Kontos, Stephen Leigh
Washington, D.C.
- L Korba, Stephen Mark
Andover, Mass.
- J Krouner, Andrew David
Framingham, Mass.
- S Kuchta, Kurt John
Valley Stream, N.Y.
- L Kuhn, Ronald Laurence
Mexico 10, D.F.
- S Kwong, Joseph Cameron
Woodside, Calif.

L

- S Lacey, Kenneth Lee
Caracas, Venezuela
- L Lacey, Ronald Dee
Caracas, Venezuela
- S Lampson, Louis Charles
Ipswich, Mass.
- L Lasman, Daniel Arthur
Wilmington, Mass.
- L Laven, William Goldsmith, Jr.
Rockford, Ill.
- J Lavin, Carl Hershel, Jr.
Canton, Ohio
- U Lawrence, Mark, Jr.
New York, N.Y.
- S Lawrence, Richard Harris, III
Westminster, Mass.
- L Lawrence, Roger Wenzel
Westminster, Mass.
- S Lawrence, Steven Thomas
New York, N.Y.

- L Lazo, Donald Minshall, II
San Juan, Puerto Rico
- U Leahey, Robert Egan
Andover, Mass.
- S Lee, Chien
Hong Kong, B.C.C.
- J Lee, Gary Lewayne
Tulsa, Okla.
- J Lee, Nathan Andrews
Wichita Falls, Tex.
- S Lee, Vaughan, Jr.
Newtown, Conn.
- U Leggett, Anthony Lisenard
New York, N.Y.
- S Leicht, Eugene Michael
St. Louis, Mo.
- J Lenagh, Thomas Coulter
Westport, Conn.
- J Leonard, David Bruce
Andover, Mass.



J Lerner, Adam
New York, N.Y.
 L Lesesne, Carroll Boutell
Grosse Pointe, Mich.
 U Levy, Edward Alan
Bayonne, N.J.
 L Lewis, Garret Guy
Westbury, N.Y.
 J Lewis, William Milton, Jr.
Richmond, Va.
 L Lilly, Jeffrey Allen
Columbus, Ohio
 L Lindsay, Peter Vliet
Syosset, N.Y.
 L Lindsay, Richard David, Jr.
Andover, Mass.
 S Lindsay, Stephen Whitney
Syosset, L.I., N.Y.
 U Lineaweaver, Toby Tilghman
Woods Hole, Mass.
 S Lipsey, David Howard
Houston, Tex.
 J List, Mark Ryan
Severna Park, Md.
 U Liu, Sheridan Wang
Dayton, Ohio
 S Livada, Evan Bradford
Cape Elizabeth, Me.

S Livingston, Stanley, III
Providence, R.I.
 S Lobsenz, James Elliot
Westport, Conn.
 U Logan, William Ward
Boothbay Harbor, Me.
 J Loh, Karl I-Hua
Tenafly, N.J.
 S Lombardi, John Leonard
North Andover, Mass.
 J Lombardi, Peter Anthony, Jr.
Natick, Mass.
 S Lombardo, Dennis Robert
Quincy, Mass.
 L Loo, Joseph
New York, N.Y.
 S Loring, George Gardner, Jr.
Manchester, Mass.
 L Louie, Alan Kuo-hin
Chicago, Ill.
 J Lubanko, Stephen Alexander
Brookville, N.Y.
 U Lukas, Brian Richard
Larchmont, N.Y.
 L Lux, David Edward
Andover, Mass.
 U Lyman, Chester Tynes
Columbus, Ohio

M

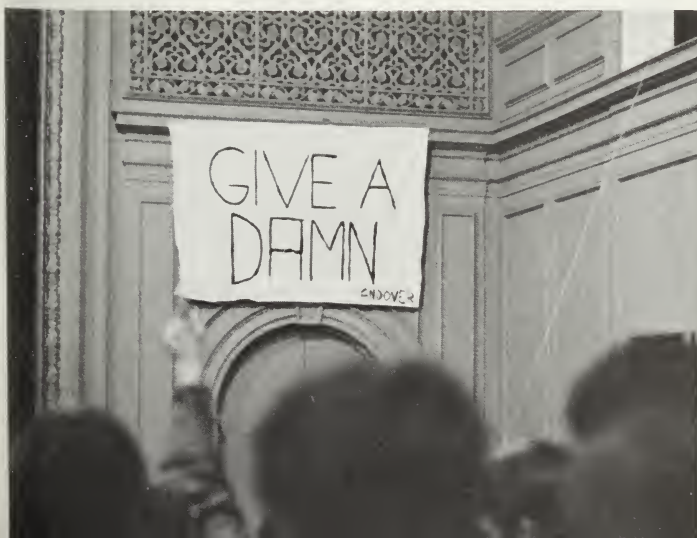
L MacCrellish, William Bruce
Wellesley Hills, Mass.
 U MacFarlane, Stephen Neil
Montreal, Quebec, Canada
 U MacIver, Mathew Evan
Pittsburgh, Pa.
 U MacNelly, John Dennis
Cedarhurst, L.I., N.Y.
 J MacWilliams, John Joseph, III
Gladwyne, Pa.
 S McAdam, Frank Gannett
Greenwich, Conn.
 J McAnallen, Jeffrey O'Brien
Butler, Pa.
 S McBee, Joel Eaton
Andover, Mass.
 U McCall, Kevin
Greenwich, Conn.
 L McChristian, Timothy Claude
Los Angeles, Calif.

L McConnell, William duPont
Wilmington, Del.
 U McCracken, David Grant
Geneva, Ill.
 L McCubbin, John Peter
Ridgewood, N.J.
 U McCulloh, John Russell
Chicago, Ill.
 U McDermott, Joseph Hubert
Lowell, Mass.
 L McDonald, John Edward, Jr.
Milton, Mass.
 S McDonald, Robert Kevin
Miami, Fla.
 U McDonnold, Michael Scott
Maracaibo, Venezuela, S.A.
 S McHarg, Richard Owen
Bedford, Mass.
 U McInnes, Rodger Warren
Camp Hill, Pa.



- | | | | |
|---|--|---|--|
| U | McKallagat, Richard Dennis, Jr.
<i>Andover, Mass.</i> | L | Martin, Steven Raymond
<i>Durham, N.C.</i> |
| S | McLachlan, Robert Scott
<i>Ridgefield, Conn.</i> | S | Martinez, Roberto
<i>Miami Shores, Fla.</i> |
| S | McLaughlin, Richard Donald, Jr.
<i>Grosse Pointe, Mich.</i> | J | Masiello, Anthony R.
<i>Everett, Mass.</i> |
| U | McManus, James Edward, Jr.
<i>Katonah, N.Y.</i> | L | Maslow, Jonathan Roy
<i>Roslyn Heights, N.Y.</i> |
| J | McNicol, Donald Edward, Jr.
<i>New York, N.Y.</i> | U | Masters, Robert Clarence Henry
<i>Pembroke, Bermuda</i> |
| U | McPadden, William Joseph
<i>Easton, Conn.</i> | U | Mathis, Maurice Robert
<i>Rockville, Md.</i> |
| L | McPherson, Edward James
<i>Chicago, Ill.</i> | L | Mavor, Douglas Edward
<i>Elmira, N.Y.</i> |
| S | McSweeney, Dennis Martin
<i>McLean, Va.</i> | J | Maynard, Edwin Simonds
<i>Chestnut Hill, Mass.</i> |
| U | McVeety, James Eldon
<i>Wellsburg, Iowa</i> | J | Mayo, Steven Jewett
<i>Nashua, N.H.</i> |
| L | Mackor, George Michael
<i>North Andover, Mass.</i> | U | Mayock, James Robert
<i>Bluffton, Ind.</i> |
| L | Maddox, Allen Roderick
<i>Selma, Ala.</i> | L | Mead, Edward Scott
<i>Princeton, N.J.</i> |
| J | Maietta, Christopher Noel
<i>Andover, Mass.</i> | L | Mears, Carter Harrison
<i>Stony Brook, L.I., N.Y.</i> |
| S | Malo, John Francis, Jr.
<i>Englewood, Colo.</i> | J | Meath, Jonathan Greenwood
<i>Dublin, N.H.</i> |
| J | Mangan, Matthew Albert
<i>Lowell, Mass.</i> | S | Meesook, Palachai
<i>Bangkok, Thailand</i> |
| J | Marasco, Patrick Vincent, Jr.
<i>Andover, Mass.</i> | L | Melvin, Solden Pierre
<i>Fayetteville, N.C.</i> |
| U | Maroney, Walter Leo, Jr.
<i>Andover, Mass.</i> | L | Mering, Clay Westfall
<i>Tucson, Ariz.</i> |
| U | Martin, James Firth
<i>Buenos Aires, Argentina</i> | S | Meserole, Gregg Reinholt
<i>Burlington, Vt.</i> |

- S Mesrobian, John Luhrs
Hinsdale, Ill.
- J Meyer, Richard Loeb, Jr.
Meridian, Miss.
- U Miller, Langdon LeForrest
Hyattsville, Md.
- L Miner, Daniel Gore
Andover, Mass.
- S Miner, John Stevens
Andover, Mass.
- U Mishkin, Arnon Absalom
Brooklyn, N.Y.
- S Mok, Christopher Wah-Chiu
Hong Kong, B.C.C.
- S Mook, William Theodore
Stamford, Conn.
- S Moon, John Paul Colin
Westbury, L.I., N.Y.
- U Moore, Philip Earl
Mediapolis, Iowa
- S Moore, Todd Somers
Tacoma, Wash.
- J Morgan, James Alexander
Princeton, N.J.
- L Morin, Peter Butler
Wayland, Mass.
- S Morley, Christopher Robert
Beverly Hills, Calif.
- S Moses, Richard Cantrell, Jr.
Los Angeles, Calif.
- L Mott, Colter Wilding
Charlottesville, Va.
- S Mott, Garret, III
Wilton, Conn.
- U Moulton, Jeffrey Thomas
Malaga, Spain
- L Mueller, Henry Gregor
Ridgewood, N.J.
- U Mullen, Lawrence John
Wakefield, Mass.
- S Mulroy, Thomas Hannan
Camp Hill, Pa.
- L Munro, Thomas Bunce
Marblehead, Mass.
- U Murdoch, Geoffrey Howard
St. Louis, Mo.
- J Murphy, Michael Denis
Mamaroneck, N.Y.
- S Murphy, Warren Lawrence
San Francisco, Calif.
- U Murray, Jay Courtney
Norman, Okla.
- S Murray, John Reese, III
Birmingham, Ala.
- J Murray, Lee Bradley
Birmingham, Ala.
- S Murray, William McGaffee, Jr.
Norman, Okla.
- N
- J Nace, Theodore Chapman
Dickinson, N.D.
- U Nath, Joseph William
Pittsburgh, Pa.
- L Nehrt, Chadwick Charles
Dacca-2, E. Pakistan
- S Neville, Timothy David
Salt Lake City, Utah
- U Newman, James Edmund, Jr.
Dayton, Ohio
- U Nicholson, Robert Alan
Millington, Tenn.
- S Nims, Cameron Henderson
Miami, Fla.
- L Nordenson, Guy J. P.
New York, N.Y.
- U Norris, Peter Andrew
Rumson, N.J.
- L Norris, Stephen John
Rumson, N.J.
- L Norton, George Francis, III
Lemoyne, Pa.
- S Nuttall, Leonard John, V
Manchester, Mass.
- J Nuttall, Michael Lee
Manchester, Mass.



- S Oakes, David Thomas
Middleboro, Mass.
- J Oates, Robert Davis
Milton, Mass.
- J Obermeyer, David Douglas
New York, N.Y.
- S O'Brien, Kevin Edward
Melrose, Mass.
- U O'Connor, Francis Patrick
Oklahoma City, Okla.
- J Oldham, John Rochester
Washington, D.C.
- L Oliva, George, III
Gates Mills, Ohio
- U Olivier, Robert Jarvis
Andover, Mass.
- J Packard, Roger Alan
Hinsdale, Ill.
- S Page, Scott Sevenman
Hillsborough, Calif.
- U Palladino, Robert Michael
Watertown, Mass.
- S Pangburn, William Jameson
Amarillo, Tex.
- L Pardo, Anthony David
Caracas, Venezuela
- U Pardovich, Thomas Joseph
Andover, Mass.
- L Parker, Arthelbert Louis
Pittsburgh, Pa.
- S Parker, James Howard, III
Clinton, N.C.
- L Partington, Marshall Trowbridge
Stamford, Conn.
- Pasos, Luis Bosco
Managua, Nicaragua
- U Patton, Roger John
Columbus, Ohio
- S Pauk, Richard Campbell
Ithaca, N.Y.
- J Pawlowski, John Bernard
Lynnfield, Mass.
- S Pearson, John Michael
Wayzata, Minn.
- J Pearson, Steven Richard
Lowell, Mass.
- J Pease, David Arnold
Andover, Mass.
- L Pease, Edward Carroll
Andover, Mass.
- J Pellegrini, Mark Stanley
Salem, Mass.
- S Pelletier, Stephen Dominique
Andover, Mass.
- S Pepin, Frederic Victor
Dracut, Mass.
- L Perkins, Blake Stewart
Warren, Mass.
- S Perkins, Charles, III
West Bridgewater, Mass.
- L Perrot, Paul Latham
Corning, N.Y.
- O
- S Olivier, Thomas Tynes
Andover, Mass.
- J Oller, John Richard
Mechanicsburg, Pa.
- U Olson, Andrew Holgate
Glen Ridge, N.J.
- S Olson, Douglas Donald
Colorado Springs, Colo.
- L Orr, Charles Wallace
St. Joseph, Mo.
- S Ose, Lester Ellwood, Jr.
Eldora, Iowa
- S Ottie, Jeffrey Neil
Blairsville, Pa.
- L Owen, William Franklin
Memphis, Tenn.
- P
- U Perry, Russell Keith
Bloomington, Ind.
- U Petzold, Raymond Walter
Andover, Mass.
- U Pfeiffer, Robert Stanley
Arlington, Va.
- U Picerne, David Romeo
Cranston, R.I.
- J Pickett, Paul James
Thompson, Conn.
- J Pietrafesa, Anthony Joseph
Syracuse, N.Y.
- J Pinchuk, Steven Geary
Minot A.F.B., N.D.
- U Piper, Andrew Dan
Murphysboro, Ill.
- L Pitnick, Richard James
Harrisburg, Pa.
- S Pizzi, Peter Joseph
Summit, N.J.
- J Pjura, Philip Edward
Bridgeport, Conn.
- U Poliquin, Bruce Lee
Waterville, Me.
- S Popov, Oliver Blagoj
Skopje, Yugoslavia
- S Post, James Douglas
McLean, Va.
- U Powel, Samuel Franklin, IV
Slingerlands, N.Y.
- U Pratt, Edward Martin
Augusta, Me.
- S Pratt, George Woodman, III
Wayland, Mass.
- S Prelinger, Richard
New Haven, Conn.
- J Preston, Robert Edward
North Andover, Mass.
- S Proper, Michael Welles
Kingsport, Tenn.
- U Pruden, William Heston, III
Ho-Ho-Kus, N.J.
- S Puzak, Frederick Nicholas
Minneapolis, Minn.
- L Puzzanghera, Paul Joseph
Revere, Mass.



S Quinlan, Mark
Jaffrey, N.H.

U Rafferty, Brian
West Hartford, Conn.

S Rafferty, Pierce
West Hartford, Conn.

U Raleigh, Thomas Leicester, III
Winchester, Mass.

U Ralston, Joseph Frederick, Jr.
Fayetteville, Tenn.

S Ramey, Allan Anthony, Jr.
Lawrence, Mass.

U Ramsay, Alastair George Lionel
Cooperstown, N.Y.

S Ramsey, Richard Lyle
Greenwich, Conn.

J Ramsey, Rodney
Newark, N.J.

U Rath, Richard
Short Hills, N.J.

U Rawson, Thomas Henry
Riverside, Conn.

L Read, Philip Fox
Groton Long Point, Conn.

S Rees, William Bridgman
Andover, Mass.

U Regan, Edward Paul
Dracut, Mass.

U Remis, Richard Alan
Swampscott, Mass.

L Renvyle, Rolfe Gordon
Johnstown, N.Y.

J Retelle, Kevin Philip
Andover, Mass.

L Reynolds, Craig Booth
Davis, Calif.

Q

R

J Reynolds, Peter Winsor
Concord, Mass.

U Reynolds, Stephen David
Leominster, Mass.

S Rheinhardt, Jeffrey Norman
Ilion, N.Y.

U Richardson, Douglas Scott
Dover, N.H.

S Richardson, George Oliver, III
Darien, Conn.

L Richardson, John Blair, Jr.
New York, N.Y.

S Rickey, Stuart Ross
East Chatham, N.Y.

U Rieger, John Hackett
Los Gatos, Calif.

S Rivinius, Geoffrey Symmes
Winchester, Mass.

S Robinson, Darryl Artis
New York, N.Y.

J Robinson, William Earl
New York, N.Y.

L Robinson, William Richard
Danvers, Mass.

S Roby, Willie Lee, Jr.
Pine Bluff, Ark.

L Rockwell, Steven Arthur
Smithtown, N.Y.

L Roe, David Imbrie
Ithaca, N.Y.

L Rogerson, John Thomas, III
Keuka, N.Y.

U Rohrer, Dean Michael
Christiana, Pa.

- S Rohrer, Jon Warren
Christiana, Pa.
- S Roll, David Fredrick
Fayetteville, N.Y.
- L Romeo, Richard Edward
Andover, Mass.
- L Rooney, Stephen Gerard
Larchmont, N.Y.
- L Roscoe, Brooks Hamilton
Hingham, Mass.
- S Rosen, Jeffrey Brian
Waterloo, Iowa
- S Ross, Jonathan Charles
Swampscott, Mass.
- U Roulston, Robert Kemp, Jr.
Andover, Mass.
- S Royce, Harrison Schuyler, III
Andover, Mass.

- S Rueter, Matthew Cushing
Manchester, Mass.
- U Runne, Eugene Peter
Cambridge, Mass.
- L Russell, Mark Robert
Lancaster, Pa.
- U Russem, Andrew Asher
Andover, Mass.
- S Rutherford, Andrew Little
Waterville, N.Y.
- S Ryan, John Edward, III
West Point, N.Y.
- L Rydell, James Bullard
Las Vegas, Nev.
- J Rysavy, Paul Hubert
P.O., Angoram, New Guinea
- J Rysavy, Peter Blasei
P.O., Angoram, New Guinea

S

- S Sachs, Peter Nathan
Rochester, N.Y.
- S Samson, David
Princeton, N.J.
- L Sapuppo, Nunzi Michael
Andover, Mass.
- L Sargent, Kennett Francis
Providence, R.I.
- J Savage, Thomas James
Chicago, Ill.
- L Sawabini, Stuart John
Burlington, Vt.
- L Schaefer, Mark
Wareham, Mass.
- S Schaff, Charles Booth, Jr.
Youngstown, Ohio
- S Schatz, George Edward
Pittsburgh, Pa.
- U Scherr, Alexander Wand
Williamstown, Mass.
- U Schlumberger, Charles Lewis
Little Rock, Ark.
- S Schmitz, John William
Miami Beach, Fla.
- S Schneider, Ronald Joseph
Dallas, Iowa
- L Schutte, William Richard
Glenbrook, Nev.
- L Schwartz, David Nathaniel
San Francisco, Calif.
- L Scott, Martin Lee
Burlington, Iowa
- S Seaman, Bryant White, III
Briarcliff Manor, N.Y.
- U Sear, David George
Falmouth, Mass.
- S Seaton, Dudley Charles
Houston, Tex.
- S Seero, Dana John
Andover, Mass.
- J Segal, Timothy Davis
North Andover, Mass.
- L Selby, Russell MacLeod
New York, N.Y.

- L Senior, Alan John
Newtonville, Mass.
- L Shanholt, Peter Maitland
Glen Head, N.Y.
- U Shapiro, Steven Lewis
Silver Spring, Md.
- S Sharp, Tod Lewis
Denver, Colo.
- J Shaw, Christopher Atwood
Brookline, Mass.
- L Shaw, Jerome Mark
So. Norwalk, Conn.
- U Shaw, Joseph Peter
Rye, N.Y.
- L Shaw, Samuel Andrew
Mexico 10, D.F., Mexico
- L Shaw, Samuel Ervine, III
Brookline, Mass.
- L Sheahan, Richard Case
Andover, Mass.
- U Shears, William Dennis
Downey, Calif.
- S Sherrill, Stephen Carter
New York, N.Y.
- J Shofner, Robert Stewart
Shelbyville, Tenn.
- S Siegel, Thomas Jay
Scarsdale, N.Y.
- S Siliciano, John Andrew
Elmira, N.Y.
- L Simard, Paul Edward, Jr.
Holyoke, Mass.
- J Simonelli, Michael Carmine
New York, N.Y.
- S Sirkin, David Winsor
APO, N.Y.
- J Sklar, Howard Fred
Shreveport, La.
- L Smith, Calvin Crane
Andover, Mass.
- U Smith, Charles Plympton
Burlington, Vt.
- U Smith, Henry Brooks
New York, N.Y.

- J Smith, Horace Hanford, III
New York, N.Y.
- S Smith, John Huntington
Burlington, Vt.
- L Smith, Joseph Adam
Brooklyn, N.Y.
- S Smith, Lincoln
Cohasset, Mass.
- U Smith, Quentin Roberts
Ogden, Utah
- L Snelling, Andrew Preston
Shelburne, Vt.
- S Snow, Christopher Forrest
W. Scarborough, Me.
- L Sommerfield, Thomas Ranger
New York, N.Y.
- L Sonnenfeldt, Michael William
Port Washington, N.Y.
- U Soule, Robert Ragle
Andover, Mass.
- U Spaeth, Douglas Grant
Elizabeth City, N.C.
- S Spruel, James, Jr.
Baton Rouge, La.
- U Spurgeon, Richard Cruthers, II
Philadelphia, Pa.
- L Standish, Myles Erwin
Charlotte, N.C.
- L Starks, Keith Merton
Andover, Mass.
- L Stecker, Raymond James, Jr.
Boxford, Mass.
- J Steffle, Volney Joseph, III
Laguna Beach, Calif.
- J Stephen, John Frederick
Waterbury, Conn.
- S Sternberg, Paul, Jr.
Glencoe, Ill.
- L Stevens, Geoffrey Raymond
Andover, Mass.
- U Stevens, Timothy Herschal
Easthampton, Mass.
- L Stevens, William Croll
Pittsford, N.Y.
- S Stevenson, Malcolm Harrison
Lake Forest, Ill.
- J Stille, Alexander B.
New York, N.Y.
- S Stimson, David Grow
So. Dartmouth, Mass.
- L Stockham, Richard James, III
Birmingham, Ala.
- U Stone, Daniel Ben
Beverly Hills, Calif.
- L Strong, Stephen Allan
East Orange, N.J.
- U Suisman, Douglas Robert
West Hartford, Conn.
- U Suk, Young Hoon
Brookline, Mass.
- U Sullivan, Lawrence Charles
Pasadena, Calif.
- L Sullivan, Stephen Joseph
Greenwich, Conn.
- L Sumner, George Robinson, Jr.
Longmeadow, Mass.
- L Swanson, David William
Red Oak, Iowa
- U Sze, Gordon K.T.
New York, N.Y.

T

- S Tacconi, Jeffrey Richard
Ballardvale, Mass.
- L Takvorian, Michael James
Lawrence, Mass.
- L Tamm, Eric Alexander
New York, N.Y.
- S Tavares, Juan Tomas
Santo Domingo, Republica Dominicana
- J Tay, Mark Herman
Andover, Mass.
- L Taylor, Calvin Huen, Jr.
Richmond, Va.
- U Taylor, Charles Starling
New Haven, Conn.
- U Taylor, Harrison William
Wilmington, Del.
- L Taylor, John Harvey
Phoenix, Ariz.
- U Tenenbaum, Louis Stuart
Erie, Pa.
- J Teschan, Malcolm George
Nashville, Tenn.
- S Tessier, Paul Roger
Falmouth, Mass.
- S Thermond, Jeffrey Lynn
Evansville, Ind.
- J Thiel, David Brian
Springboro, Ohio
- J Thomas, Roger Paul
Columbus, Ohio
- L Thompson, Benjamin Means
South Portland, Me.
- U Thompson, John Cotton
Curlong, Pa.
- L Thompson, Malcolm Davis
Tuskegee Inst., Ala.
- U Threadgold, Giles Kevin
Newtonville, Mass.
- U Thurman, Andrew Edward
Charlottesville, Va.
- S Todd, Benjamin Harris, III
Bowling Green, Ky.
- I. Todd, John Harmon
Bowling Green, Ky.
- J Todd, Richard Bartow
Bowling Green, Ky.
- I. Tolan, Justin Charles, Jr.
Pocahontas, Iowa
- L Torres, Charles
New York, N.Y.
- I. Toy, Charles David
New York, N.Y.

- | | | | |
|---|---|---|--|
| S | Tracy, Harry Mercer
<i>Dover, N.H.</i> | J | Troup, James Thomas
<i>Tucson, Ariz.</i> |
| U | Trebino, Frederick Peter, Jr.
<i>Lawrence, Mass.</i> | U | Twitchell, Robert Harris
<i>Burlington, Vt.</i> |
| J | Trehy, Robert Bellarmine
<i>New York, N.Y.</i> | J | Tyler, Alan Leonard
<i>Lowell, Mass.</i> |
| U | Treshinsky, Gerald
<i>Merrimac, Mass.</i> | | |
| V | | | |
| U | Valencic, Joseph Allan
<i>Cleveland, Ohio</i> | J | Vogel, Kent Ralph
<i>New York, N.Y.</i> |
| L | Van Hazinga, George Owen
<i>Fitchburg, Mass.</i> | U | von Schlegell, John Evans
<i>Aurora, Ill.</i> |
| S | Victor, Bruce Scott
<i>Bloomfield Hills, Mich.</i> | U | Voorhees, Steven Chandler
<i>Kalamazoo, Mich.</i> |
| L | Victor, David Milton
<i>Andover, Mass.</i> | | |
| W | | | |
| S | Wagner, Robin
<i>East Lansing, Mich.</i> | S | Walworth, Seth
<i>New Canaan, Conn.</i> |
| L | Walker, Clare Edward, Jr.
<i>Brooklyn, N.Y.</i> | S | Wander, Robert Henry
<i>Pacific Palisades, Calif.</i> |
| L | Walker, Dennis Romaine, Jr.
<i>Santa Fe, N.M.</i> | U | Ward, Donald Eugene
<i>Kansas City, Mo.</i> |
| S | Walker, Sam Sims, Jr.
<i>West Point, N.Y.</i> | U | Ware, David Taylor
<i>Chatham, N.J.</i> |
| L | Walker, Thomas Hill
<i>Riverside, Conn.</i> | S | Warren, Ethan Lyman
<i>Providence, R.I.</i> |





- L Warren, Gabriel Penn
Fairfield, Conn.
- S Waterman, Frederick Waters, IV
Wianno, Mass.
- U Watling, Charles Palmer
Santa Barbara, Calif.
- L Watson, Alden Wentworth
Oyster Bay, N.Y.
- L Watson, Jesse Jack
Fort Smith, Ark.
- L Watson, Richard Clovis
North Canton, Ohio
- S Weiner, Stephen Brooks
Andover, Mass.
- L Welch, Richard Lawrence, Jr.
Cambridge, Mass.
- S Welljams-Dorof, Alfred Burkhardt
Bloomfield, N.J.
- U Wenniger, David Millette
Manchester, Mass.
- S Weschler, Robert Milton
Van Nuys, Calif.
- U Westberg, Douglas James
Portland, Ore.
- L Westbrook, John Edwards
Miami, Fla.
- U Wetmore, Winston Bradford
Bloomington, Ind.
- S Wham, William Douglas
Centralia, Ill.
- J Wheaton, Steven Fletcher
Millbrook, N.Y.
- L Wheeler, Robert John, Jr.
Chelsea, Mass.

- L White, Otis Jeffrey
Colorado Springs, Colo.
- L White, Steven Alan
Larkspur, Calif.
- U Whitney, A. Grant, Jr.
Charlotte, N.C.
- L Whitney, James Jonathan
Andover, Mass.
- U Wiersma, Dale Alvin
Spring Valley, Minn.
- L Wilde, David Lee
Andover, Mass.
- J Wilkinson, Mason Montague, II
Sewickley, Pa.
- S Williams, Andrew Hamilton
Springfield, Mass.
- S Williams, Charles Cornelius
Detroit, Mich.
- U Wilson, David Cowles
New York, N.Y.
- J Wilson, Timothy Stearns
Alexandria, Va.
- U Wilson, William Thomas, III
Winston-Salem, N.C.
- J Winn, Gregory Peter
Andover, Mass.
- L Winter, Arthur
Glencoe, Ill.
- U Winter, Robert Rice
New Haven, Conn.
- S Winters, Paul Richard
Andover, Mass.
- S Winton, David Judson, II
Wayzata, Minn.

- U Wofsey, Daniel Robert
Newton, Mass.
- U Wolfe, Bruce Hatch
Piedmont, Calif.
- S Wolfe, Douglas Earl
Riverside, Conn.
- S Wongkrajang, Chaiya
Washington, D.C.
- L Wood, Alexander Brooke
New Canaan, Conn.

- L Wood, Theodore Levering
Atherton, Calif.
- U Woodworth, David Barry, Jr.
Andover, Mass.
- U Woolsey, Henry Laughlin
Cambridge, Mass.
- J Wray, David Bontecou, Jr.
Chestnut Hill, Mass.

Y

- U Yampolsky, Mace Jan
Revere, Mass.

- L Young, Joseph Peter
Allentown, Pa.

Z

- U Zalkin, Jeffrey Marley
Manhasset, N.Y.
- U Zamboni, John VerPlanck
Harrison, N.Y.
- J Zeitler, Philip Scott
Malden, Mass.

- L Zolondek, Leo
Lexington, Ky.
- S Zorthian, Gregory Jannig
New York, N.Y.

PHILLIPS ACADEMY BOYS IN THE SCHOOL YEAR ABROAD PROGRAM

French Program — Rennes, France

- U Knapp, Frederic Harris
West Redding, Conn.
- U Kraus, Bruce Robert
Ridgefield, Conn.
- U Montgomery, Robert Langford, 3rd
Newport Beach, Calif.

- U Rutherford, Edward Stevens
New Canaan, Conn.
- U Tucker, Jonathan Brin
Belmont, Mass.

Spanish Program — Barcelona, Spain

- U Muldrow, Michael Le-Mon
St. Louis, Mo.

- U Ryder, Neil Philip
Miami, Fla.

STUDENT CLASSIFICATION 1970-1971

GEOGRAPHICAL REPRESENTATION

Alabama	7	Texas	13
Arizona	4	Utah	2
Arkansas	4	Vermont	7
California	35	Virginia	16
Colorado	6	Washington	1
Connecticut	65	West Virginia	2
Delaware	4	Wisconsin	1
District of Columbia	9	Afghanistan	1
Florida	10	Argentina	1
Georgia	3	Bermuda	2
Hawaii	1	Brazil	1
Illinois	32	Canada	9
Indiana	5	Central America	1
Iowa	11	Cuba	1
Kentucky	8	Dominican Republic	1
Louisiana	3	England	2
Maine	12	Germany	1
Maryland	11	Greece	1
Massachusetts	227	Hong Kong	2
Michigan	13	Indonesia	1
Minnesota	6	Iran	2
Mississippi	2	Italy	1
Missouri	5	Kenya	1
Montana	1	Korea	1
Nebraska	1	Marshall Islands	1
Nevada	3	Mexico	6
New Hampshire	12	New Guinea	2
New Jersey	32	Nicaragua	1
New Mexico	1	Pakistan	1
New York	132	Philippines	1
North Carolina	22	Puerto Rico	3
North Dakota	2	Saudi Arabia	2
Ohio	24	South Africa	3
Oklahoma	7	Thailand	3
Oregon	2	Turkey	1
Pennsylvania	37	Venezuela	6
Rhode Island	7	Virgin Islands	1
South Carolina	1	Yugoslavia	2
South Dakota	1		
Tennessee	13	TOTAL	885

CLASSIFICATION

255	Seniors
235	Uppers
247	Loweres
148	Juniors
<hr/>	
885	Total Students
798	Boarding Students
87	Day Students
<hr/>	
885	Total

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

A personal interview is required of all candidates. Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the Interviewing Officers. Candidates unable to visit Andover may themselves arrange an interview at a mutually convenient time with one of the Alumni Representatives listed below. A definite appointment for an interview, whether in Andover or elsewhere, should be arranged in advance. Candidates who would find it a real hardship to get to any of the centers listed should communicate with the Admissions Office about the possibility of seeing a representative not listed below.

ALABAMA

Birmingham

ROBERT B. DONWORTH, JR., '42
1500 Brown Marx Bldg.

Mobile

FRANK M. HICKS, JR., '41
P.O. Box 78

Montgomery

PETER C. MOHR, '54
2739 Colonial Dr.

ALASKA

Anchorage

JOHN K. BRUBAKER, '55
2110 Otter Street
JOHN V. MUNROE, JR., '48
1814 Scenic Way

Juneau

CADMUS Z. GORDON, JR., '16
Box 1267

ARIZONA

Phoenix

HOWARD K. BROWN, JR., '31
P.O. Box 190

Tucson

KEITH S. BROWN, '31
3200 N. Swan Rd.
JOHN S. GREENWAY, '42
1634 No. Olsen Ave.

ARKANSAS

Little Rock

MOSE SMITH, III, M.D., '48
7 Cantrell Rd.

CALIFORNIA

Berkeley

JOHN P. AUSTIN, '32
215 Hillcrest Rd.

Beverly Hills

THOMPSON K. VODREY, '52
1529 Gilcrest Dr.

Davis

DONALD M. REYNOLDS, '38
Department of Bacteriology
University of California

Goleta

H. BURT REITER, '25
259 Moreton Bay Ln. #3

La Jolla

WM. C. CREIGHTON, '39
Wells Fargo Bank

Los Angeles

WALTER L. FARLEY, JR., '28
12300 1st Helena Dr.

Marysville

HAROLD S. EDWARDS, '28
770 Rameriz Rd.

Pasadena

RUSSELL M. DECKER, '56
1445 Linda Ridge Rd.

Ross

GEORGE F. JEWETT, JR., '45
Skyland Way
H. LEONARD RICHARDSON, '45
The Katherine Branson School

San Diego

GEORGE E. MUMBY, '24
5001 College Ave.

San Francisco

NATHAN F. BANFIELD, III, '36
1001 Pine St.
HAMILTON W. BUDGE, '46
Brobeck, Phleger & Harrison
111 Sutter St.

SHERMAN CHICKERING, '29
111 Sutter St.

CHARLES C. DE LIMUR, '40
1 Montgomery St.

ALAN L. FOX, '60
Cooper, White & Cooper
44 Montgomery St.
Suite 3300

CHARLES A. O'BRIEN, '44
Department of Justice
6000 State Bldg.

Santa Barbara

MANCEL T. CLARK, '28
605 San Ysidro Rd.

South Pasadena

RAYMOND F. NORTON, '47
New Careers
P.O. Box 973

COLORADO

Denver

RICHARD M. DAVIS, '29
860 Gaylord St.

JOHN C. MITCHELL, 2nd, '34
Boetcher Foundation
818 17th St.

DAVID C. WILHELM, '38
1408 E. 47th Ave.

Englewood

JOHN F. MALO, '40
4975 So. University Blvd.

Palmer Lake

LT. COL. FRANK ZAGORSKI, '44
Box 567

DELAWARE

Wilmington

HON. CALEB R. LAYTON, III, '26
P.O. Box 46

EDWARD R. McLEAN, '34
c/o E. I. du Pont & Co. Inc.
International Dept.

DISTRICT OF COLUMBIA

Washington

GEORGE W. BEATTY, '50
Lee, Toomey & Kent
1200 18th St., N.W.

LAWRENCE C. DALLEY, JR., '45
888 17th St., N.W.

VERNON E. MIDGLEY, '42
5101 River Rd., Apt. 1214

PEREGRINE WHITE, '29
Nat'l Academy of Sciences
2101 Constitution Ave.

FLORIDA

Coral Gables

SAMUEL C. DYSART, '46
c/o Dymo International
299 Alhambra Circle

Jacksonville

LAURENCE F. LEE, JR., '40
Peninsular Life Insurance Co.

Miami

DAVID J. WILLIAMS, II, '38
13955 S.W. 82nd Ave.

Naples

BERNARD L. BOYLE, '27
480 7th Ave. No.

North Miami

JAMES E. HINISH, '56
2225 Broad Causeway

Ponte Vedra

ARTHUR W. MILAM, '45
P.O. Box 632

Sarasota

PARKER C. BANZHAF, '38
3435 Sea Grape Dr.

Winter Haven

RICHARD C. CHENEY, '48
American International Bank
ANDREW P. IRELAND, '48
American International Bank

GEORGIA

Atlanta

HERBERT R. ELSAS, '28
3510 Paces Ferry Rd., N.W.

FRANK F. FORD, '32

Bus.—P.O. Box 19652
Home—2817 Habersham Rd.,
N.W.

Columbus

M. C. JENNINGS, '36
Box 2121

HAWAII

Honolulu

GERRIT M. KEATOR, '57
Iolani School

IDAHO

Boise

RICHARD W. HIRST, '28
Intermountain Gas Co.
P.O. Box 7608

ILLINOIS

Chicago

GARDNER BROWN, '24
White, Weld & Co.
30 W. Monroe St.

DAVID A. DUDLEY, '28
Director of Admissions
Illinois Institute of Technology
3300 So. Federal St.

PETER G. PAPPAS, '63
6550 N. Greenview Ave.

Lake Forest

BARRY C. PHELPS, '49
222 Wisconsin Ave.

Northfield

W. NEWTON BURDICK, JR., '35
217 Dickens Rd.

Northbrook

R. NEISON HARRIS, '32
P.O. Box 602

Rock Island

GEORGE T. FRENCH, '29
1230 36th Ave.

Peoria Heights

ROBERT T. STEVENSON, JR., '53
4849 Grand View Dr.

INDIANA

Evansville

REGINALD B. COLLIER, '45
7300 Newburgh Rd.

Indianapolis

DAVID MOXLEY, '42
Kiefer-Stewart Co.
1515 No. Senate Ave.
C. PERRY GRIFFITH, '45
499 Forest Blvd.

IOWA

Iowa City

MALCOLM J. ROHRBOUGH, '50
420 Ferson Ave.

KANSAS

Shawnee Mission

STEPHEN W. HARRIS, '38
5715 Windsor Rd.

KENTUCKY

Anchorage

SAMUEL S. CALDWELL, JR., '29
Lincoln Ln.

Louisville

WILLIAM H. ABELL, '28
Commonwealth Life Insurance
Co.
4th and Broadway

LOUISIANA

New Orleans

C. HORTON SMITH, II, '28
108 Duplessis St.

MARSHALL L. POSEY, JR., '55
5501 Cherlyn Dr.

Shreveport

DONALD A. RAYMOND, JR., '32
1132 Erie St.

MARYLAND

Annapolis

H. RICHARD DUDEN, '43
Perry Farms
49 Maryland Ave.

Baltimore

LEONARD M. GAINES, JR., M.D.,
'45
5501 Huntley Sq.
GARDNER W. SMITH, M.D., '49
Dept. of Surgery
Baltimore City Hospitals
4940 Eastern Ave.

Chevy Chase

WILLIAM C. HART, '40
5805 Brookside Dr.
HENRY DEARBORN, '32
7005 Beechwood Drive

MICHIGAN

Ann Arbor

PAUL N. ANDERSON, '41
1722 Shadford Rd.
CHARLES H. SAWYER, '24
2 Highland Ln.

Birmingham

FREDERICK G. BAHR, '47
540 Berwyn St.

Detroit

WILLIAM D. DAHLING, '46
1650 Buhl Bldg.
GEORGE H. HUNT, JR., '37
2238 Buhl Bldg.
RUSSELL H. LUCAS, '12
833 Penobscot Bldg.

Grand Rapids

PAUL F. STEKETEE, JR., '26
2700 Reeds Lake Blvd.

Grosse Pointe Farms

CARLTON M. HIGBIE, JR., '35
93 Kenwood Rd.
DAVID W. KENDALL, '20
75 Lake Shore Dr.

MINNESOTA

Chaska

A. LACHLAN REED, '35
Jonathan Industries
C.T.S. Bldg.

Duluth

OLIVER M. HOUX, '57
2731 E. First St.

Minneapolis

J. KIMBALL WHITNEY, '46
Whitney Land Co.
1535 Dain Tower

Rochester

DR. DOUGLAS B. MCGILL, '47
200 First St.

Wayzata

THOMAS M. CROSBY, JR., '56
Route 5, Box 656

MISSISSIPPI

Jackson

WILLIAM D. LYNCH, '38
134 Chippewa Circle

MISSOURI

Columbia

GEORGE C. MILLER, '35
600 So. Greenwood
DAVID B. ROGERS
901 East Broadway

Jefferson City

BENNER C. TURNER, '23
411 Hickory St.

Joplin

LAWRENCE S. CRISPELL, M.D., '38
Sixth and Pearl Ave.

St. Joseph

ROBERT A. BROWN, JR., '49
Brown, Douglas and Brown
Tootle-Enright National Bank
Bldg.

ROBERT W. HATTEMER, '49
Armstrong Cork Co.
222 So. Meramec Ave.

F. GREGG THOMPSON, JR., M.D.,
'47
902 Edmond St.

St. Louis

PETER B. HUBBELL, '50
5400 No. Euclid Ave.
JEREMY T. JOHNSTONE, '48
14 Exmoor Dr.
JOHN SHEPLEY, '42
503 Locust St.
EUGENE F. WILLIAMS, '42
701 Barnes Rd.

MONTANA

Philipsburg

F. WILLIAM VIETOR, '37
Rocking Chair Ranch

NEBRASKA

Omaha

JAMES A. C. KENNEDY, JR., '33
1502 City National Bank

NEW JERSEY

Princeton

JAMES M. MEAD, '47
25 Phillips Dr.

NEVADA

Deeth

WILLIAM B. WRIGHT, JR., '50
Mary's River Ranch

Las Vegas

DR. WILLIAM B. A. BENTLEY, '42
3104 Sonia Dr.

Reno

ROBERT S. KIMBALL, 3d, '51
5920 Blue Hills Dr.

NEW MEXICO

Albuquerque

GREGORY H. ILLANES, JR., '38
Quinn & Co.
200 2nd St.

JOHN P. EASTHAM, '45
Rodey, Dickason, Sloan,
Akin & Robb
First National Bank Bldg., W.

Santa Fe

LESLIE M. REDMAN, M.D., '36
Route 1, Box 177

NEW YORK

Amsterdam

LEON H. YOUNG, '20
22 Summit Ave.

Buffalo

DR. WALTER F. STAFFORD, JR.,
'38
24 Tudor Pl.
JOHN N. WALSH, JR., '39
85 Highland Ave.

Cazenovia

ROBERT B. SIMONTON, '50
West Lake Rd.

Ithaca

ALFRED P. COOK, '32
Coy Glen Rd.

New York City

BROMWELL AULT, '18
980 Fifth Ave.

PRESCOTT S. BUSH, JR., '40
Johnson & Higgins
95 Wall St.

PETER M. CAPRA, '53
118 E. 93rd St.

NATHANIEL M. CARTMELL, JR.,
'42
Popular Science Publishing Co.
355 Lexington Ave.

WILLIAM D. HART, '36
Whitman, Ransom & Coulson
522 5th Ave.

DAVID D. JONES, '37
315 West End Ave.

RICHARD D. LOMBARD, '49
Lombard, Vitalis & Paganucci,
Inc.
111 Broadway

JOHN D. LYNCH, '46
J. & W. Seligman & Co.
65 Broadway

J. QUIGG NEWTON, JR., '29
1 E. 75th St.

WILLIAM C. RIDGWAY, JR., '25
Crum & Forster
110 William St.

Oyster Bay

JAMES C. MILLER, II, '50
MTR-211 Sunset Rd.

Pelham

C. ANDREW KAISER, '45
25 Randall Pl.

Rochester

BRUCE B. BATES, '49
87 Grosvenor Rd.

SAMUEL P. CONNOR, JR., '24
Amsden-Connor-Mitchell, Inc.
146 Broad St.

MARTIN H. DONAHOE, JR., '31
343 State St.

GORDON P. SMALL, '42
1237 Midtown Tower

Syracuse

DAVID H. NORTHRUP, '32
106 Wendell Ter.

ANDREW E. TUCK, III, '52
100 Madison St., 12th Floor

NORTH CAROLINA

Charlotte

E. OSBORNE AYSCUE, '51
800 No. Carolina Nat'l Bank
Bldg.

Durham

E. EVERETT ANDERSON, M.D., '51
Duke Univ. Medical Center

NORTH DAKOTA

Fargo

THOMAS L. POWERS, '20
1617 7th St., S.

OHIO

Akron

WAYNE F. ANDERSON, '37
504 Delaware Ave.

Cincinnati

WILLIAM HAUSBERG, 2d, '32
2600 Willowbrook Dr.

RT. REV. HENRY W. HOBSON, '10
405 Albion St., Glendale

FLETCHER E. NYCE, '26
The Central Trust Co.

WILFORD L. ROMNEY, '19
2401 Ingleside Ave., Apt. 11E

Cleveland

EDWARD J. HAWKINS, JR., '45
Union Commerce Bldg.

Cleveland Heights

EDWARD D. YOST, '47
3137 Fairfax Rd.

Dayton

R. LEE ORDEMAN, '43
619 Oakwood Ave.

Gates Mills

GEORGE OLIVA, JR., '39
West Hill Dr.

Granville

GEORGE W. CHEESMAN, '37
Briarwood Rd.

Shaker Heights

EDWARD T. BARTLETT, III, '56
17331 Fernway Rd.

OKLAHOMA

Bartlesville

CARL M. ELKAN, '35
3501 Woodlawn Rd.

Oklahoma City

JOHN H. EDWARDS, '22
2205 Liberty Bank Bldg.

DR. STEWART G. WOLF, JR., '31
644 N.E. 14th St.

Tulsa

HENRY C. WILLIAMS, '38
5159 E. 31st St.

OREGON

Portland

BROUGHTON H. BISHOP, '45
Pendleton Woolen Mills
218 S.W. Jefferson St.

EDMUND HAYES, JR., '44
4256 S.W. Patrick Pl.

FREDERICK J. KINGERY, M.D., '45
2250 N.W. Flanders St.

PENNSYLVANIA

Allentown

CHARLES D. SNELLING, '49
2949 Greenleaf St.

Chambersburg

JOHN M. SHARPE, JR., '46
630 Philadelphia Ave.

Erie

EDWARD M. MEAD, '45
Erie Morning News

Indiana

JOSEPH N. MACK, '44
Farmers Bank Bldg.

New Hope

MARSHALL T. GLEASON, '33
Box 148, R.D. #2

Philadelphia

HENRY R. HALLOWELL, '39
12 So. 12th St.
c/o Gray & Rogers

AMORY M. SOMMARIPA, M.D., '48
203 Chestnut Hill Ave.

Pittsburgh

ROBERT S. KIMBALL, JR., '27
420 Locust St.

EDWARD O'NEIL, '27
P.O. Box 1692

JOHN M. PHILLIPS, JR., '30
700 Clainton Blvd.

Rydal

JOHN P. STEVENS, III, '44
1143 Kingsley Rd.

Scranton

W. LAWSON CHAMBERLIN, '34
Chamberlin & Clarke
Northeastern Nat'l Bank Bldg.

Sunbury

SIEGFRIED WEIS, '34
c/o Weis Markets, Inc.
1000 So. 2nd St.

Waverly

THOMAS M. RODES, '54
Beech St.
P.O. Box 231

JAMES W. VIPOND, '30
Waverly Dalton Rd.

Wayne

ROBERT SCHAFER, '29
730 Mancill Rd.

SOUTH CAROLINA

Charleston

MCCOLL PRINGLE, '33
E. H. Pringle & Co.

SOUTH DAKOTA

Sioux Falls

HIRAM G. ROSS, '21
Box 423

TENNESSEE

Knoxville

JOHN MULDOWNY, '49
University of Tennessee
Department of History

Memphis

HENRY LOEB, III, '39
365 Colonial Rd.

Nashville

ROBERT A. BALDWIN, '48
3711 Whitland Ave.

ROBERT L. GWINN, '29
Third National Bank Bldg.
Brush, Hutchinson & Gwinn

TEXAS

Amarillo

EDWARD L. ROBERTS, '06
2211 Harrison St.

Corpus Christi

THOMAS B. HENDERSON, '48
1022 Driftwood

Dallas

- N. BRUCE CALDER, '41
9211 Guernsey Ln.
WILLIAM F. NEALE, JR., '44
c/o Southwestern Contracting
Co.
305 Stemmons Tower South
JOHN R. SEARS, '36
Republic Nat'l Bank of Dallas

El Paso

- JOHN D. MASON, JR., '42
925 Broadmoor

Fort Worth

- EDWIN S. RYAN, '49
1700 Catalina Dr.

Houston

- HON. GEORGE H. W. BUSH, '42
5000 Longmont #8
THOMAS J. O'KEEFE, '50
803 Soboda Ct.
DAVID M. UNDERWOOD, '54
Home—3645 Willowick
Bus.—5051 Westheimer

San Antonio

- JOHN M. BENNETT, JR., '27
National Bank of Commerce

UTAH

Ogden

- RODERICK H. BROWNING, '44
2641 Washington Blvd.

Salt Lake City

- LINCOLN D. CLARKE, M.D., '42
3951 South 2215 East
C. CHAUNCEY HALL, M.D., '41
2652 East 6200 South

VERMONT

Fletcher

- WILLIAM CRUIKSHANK, JR., '59
R.F.D. 2

Windsor

- REV. GEORGE P. PIERCE, '49
Box 523

VIRGINIA

Norfolk

- JERE A. KLOTZ, M.D., '41
5534 Lakewood Dr.

Richmond

- THOMAS WALKER, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON

Bellevue

- WALTER S. KIMBALL, M.D., '3
3407 76th Ave., N.E.
Evergreen Point

Issaquah

- FREDERICK W. HAYES, '45
5813 189th S.E.

Seattle

- LUCIUS H. BIGLOW, JR., '42
1900 Washington Bldg.
DR. WILLIAM H. HATHEWAY,
College of Forest Resources
University of Washington
PENDLETON MILLER, '28
c/o Lane, Powell & Miller
1700 Washington Bldg.
HOLT W. WEBSTER, '39
Airborne Freight Corp.
2000 12th Ave., E.

Spokane

- SAMUEL L. GALLAND, '25
W. 1612 Marc Dr.

Tacoma

- HOWARD S. REED, '45
7502 North St., S.W.

WEST VIRGINIA

Charleston

- WILLIAM A. PUGH, '39
15 Grosscup Rd.

WISCONSIN

Madison

- PROF. WILLIAM L. SACHSE, '30
1105 Waban Hill

Milwaukee

- ROBERT A. UIHLEIN, JR., '34
235 W. Galena St.

Racine

- JOHN H. BATTEN, 3d, '31
Twin Disc Clutch Co.
1328 Racine St.

WYOMING

Casper

- J. A. PADON, JR., '59
P.O. Box 153

Story

- MAURICE LEON, JR., '42
Box 6

Wilson

- MERIDER H. BENNETT, '45
Box 33

AFRICA S.W.

Windhoek

REV. GEORGE P. PIERCE, '49

BELGIUM

ARTHUR L. KELLEY, '55

25 Ave. des Phalenes
B-1050 Brussels

BERMUDA

Hamilton

HUGH C. MASTERS, '40
Box 139

CANADA

Calgary

THOMAS B. HEWITT, '39
1600 Royal Bank Bldg.
335 8th Ave. S.W.

CANAL ZONE

Balboa

ROBERT J. BOYD, JR., '48
Box 2013

ENGLAND

London

LAURENCE W. M. VINEY, '38
72/90 Worship St., E.C. 2

FRANCE

Paris

ROGER SEYMOUR, '44
78-Le Vesinet
4 rue Alphonse Pallu
St. Cloud

PATRICK G. NOLLET, '51
28 rue des Sablons
78 La Celle

GUATEMALA

Guatemala City

JOHN L. WHITBECK, '40
Apartado Postal 15-A

ITALY

Rome

THOMAS K. BURGESS, '62
Via Lungro, 1

JORDAN

Amman

FRED THOMAS, '46
USAID-Amman
Dept. of State
Washington, D.C.

KOREA

Seoul

MYONG HYON SOHN, '56
Economic Planning Board

KUWAIT

Sharq Dasman Area

THOMAS W. H. PHELPS, '61
International School of Kuwait
10th & 18th Dasman St.

MEXICO

Mexico City

GLENDON M. CAMPBELL, '48
Proctor & Gamble de Mexico
Ave Constituyentes #908

PHILIPPINES

Manila

PETER C. PARSONS, '55
P.O. Box 886

PUERTO RICO

San Juan

GUILLERMO E. GONZALEZ, JR.,
'50

Truck Fleets Inc.

P.O. Box 3565

RICARDO A. GONZALES, '53

A13 Argentina St.

Gardenville Bayamon, P.R.

SAUDI ARABIA

Dhahran

DONALD K. CAMERON, JR., '48
Arabian American Oil Co.
P.O. Box 1948

SPAIN

Madrid

CARLOS M. DE LA CRUZ, '59
Gramco Iberia S.A.
General Sanjurjo, 57-2°

THAILAND

Bangkok

PIYA CHAKKAPHAK, '48
34 Attakravee Ln.
Sukhumvit Ln. 26
Bangkapi, Bangkok

VENEZUELA

Caracas

ALBERTO J. VOLLMER, '42
Edf. Polar-piso 13
Plaza Venezuela

Valencia, Edo Carabobo

JOHN R. THOMPSON, '41
Apartado 194

c/o C. A. Firestone Venezolena

VIRGIN ISLANDS

St. Thomas

GEORGE A. BALL, '49
Quick-Pics, Inc.
30 Main St.

St. John

JAMES E. LILES, '55
National Park Service

CALENDAR

1971	1972	1973
SEPTEMBER	MAY	JANUARY
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2 3 4 5 6	1 2 3 4 5 6
5 6 7 8 9 10 11	7 8 9 10 11 12 13	7 8 9 10 11 12 13
12 13 14 15 16 17 18	14 15 16 17 18 19 20	14 15 16 17 18 19 20
19 20 21 22 23 24 25	21 22 23 24 25 26 27	21 22 23 24 25 26 27
26 27 28 29 30	28 29 30 31	28 29 30 31
OCTOBER	JUNE	FEBRUARY
1 2	1 2 3	1 2 3
3 4 5 6 7 8 9	4 5 6 7 8 9 10	4 5 6 7 8 9 10
10 11 12 13 14 15 16	11 12 13 14 15 16 17	11 12 13 14 15 16 17
17 18 19 20 21 22 23	18 19 20 21 22 23 24	18 19 20 21 22 23 24
24 25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28
31		
NOVEMBER	JULY	MARCH
1 2 3 4 5 6	1	1 2 3
7 8 9 10 11 12 13	2 3 4 5 6 7 8	4 5 6 7 8 9 10
14 15 16 17 18 19 20	9 10 11 12 13 14 15	11 12 13 14 15 16 17
21 22 23 24 25 26 27	16 17 18 19 20 21 22	18 19 20 21 22 23 24
28 29 30	23 24 25 26 27 28 29	25 26 27 28 29 30 31
	30 31	
DECEMBER	AUGUST	APRIL
1 2 3 4	1 2 3 4 5	1 2 3 4 5 6 7
5 6 7 8 9 10 11	6 7 8 9 10 11 12	8 9 10 11 12 13 14
12 13 14 15 16 17 18	13 14 15 16 17 18 19	15 16 17 18 19 20 21
19 20 21 22 23 24 25	20 21 22 23 24 25 26	22 23 24 25 26 27 28
26 27 28 29 30 31	27 28 29 30 31	29 30
JANUARY ● 1972	SEPTEMBER	MAY
1	1 2	1 2 3 4 5
2 3 4 5 6 7 8	3 4 5 6 7 8 9	6 7 8 9 10 11 12
9 10 11 12 13 14 15	10 11 12 13 14 15 16	13 14 15 16 17 18 19
16 17 18 19 20 21 22	17 18 19 20 21 22 23	20 21 22 23 24 25 26
23 24 25 26 27 28 29	24 25 26 27 28 29 30	27 28 29 30 31
30 31		
FEBRUARY	OCTOBER	JUNE
1 2 3 4 5	1 2 3 4 5 6 7	1 2
6 7 8 9 10 11 12	8 9 10 11 12 13 14	3 4 5 6 7 8 9
13 14 15 16 17 18 19	15 16 17 18 19 20 21	10 11 12 13 14 15 16
20 21 22 23 24 25 26	22 23 24 25 26 27 28	17 18 19 20 21 22 23
27 28 29	29 30 31	24 25 26 27 28 29 30
MARCH	NOVEMBER	JULY
1 2 3 4	1 2 3 4	1 2 3 4 5 6 7
5 6 7 8 9 10 11	5 6 7 8 9 10 11	8 9 10 11 12 13 14
12 13 14 15 16 17 18	12 13 14 15 16 17 18	15 16 17 18 19 20 21
19 20 21 22 23 24 25	19 20 21 22 23 24 25	22 23 24 25 26 27 28
26 27 28 29 30 31	26 27 28 29 30	29 30 31
APRIL	DECEMBER	AUGUST
1	1 2	1 2 3 4
2 3 4 5 6 7 8	3 4 5 6 7 8 9	5 6 7 8 9 10 11
9 10 11 12 13 14 15	10 11 12 13 14 15 16	12 13 14 15 16 17 18
16 17 18 19 20 21 22	17 18 19 20 21 22 23	19 20 21 22 23 24 25
23 24 25 26 27 28 29	24 25 26 27 28 29 30	26 27 28 29 30 31
30	31	

CALENDAR

SCHOOL YEAR 1971-1972

Fall term begins Friday, September 10, 1971
Examinations begin Saturday, November 20
Fall term ends 12:00 noon, Wednesday, November 24

THANKSGIVING RECESS—5 days

Winter term begins 5:00 p.m., Monday, November 29
Christmas recess begins 1:00 p.m., Wednesday, December 15

CHRISTMAS RECESS—21 days

Christmas recess ends 5:00 p.m., Wednesday, January 5, 1972
Long weekend Friday-Sunday, February 11-13
Examinations begin Monday, March 6
Term ends 12:00 noon, Thursday, March 9

SPRING RECESS—17 days

Spring term begins 5:00 p.m., Sunday, March 26
Long weekend Friday-Sunday, May 12-14
Examinations begin Monday, June 5
Term ends Thursday, June 8
Commencement Friday, June 9

SUMMER SESSION—1972

Summer Session begins Wednesday, June 28
Summer Session ends Thursday, August 10

SCHOOL YEAR 1972-1973

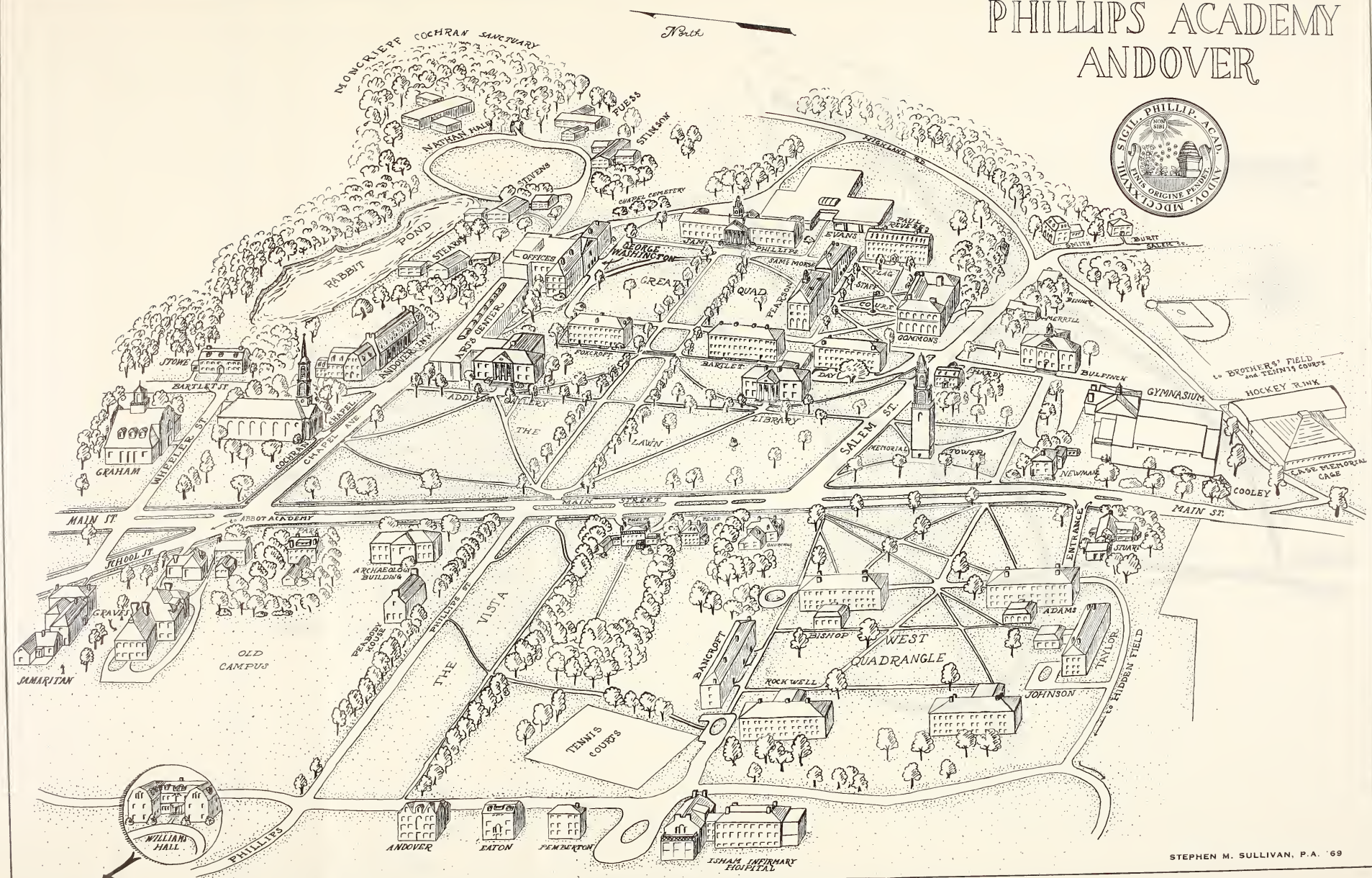
Fall term begins Friday, September 8, 1972
Fall term ends Wednesday, November 22
Winter term begins Monday, November 27
Christmas recess begins Thursday, December 14
Christmas recess ends Thursday, January 4, 1973
Winter term ends Thursday, March 8
Spring term begins Sunday, March 25
Spring term ends Thursday, June 7
Commencement Friday, June 8
Summer Session begins Wednesday, June 27, 1973
Summer Session ends Thursday, August 9

INDEX

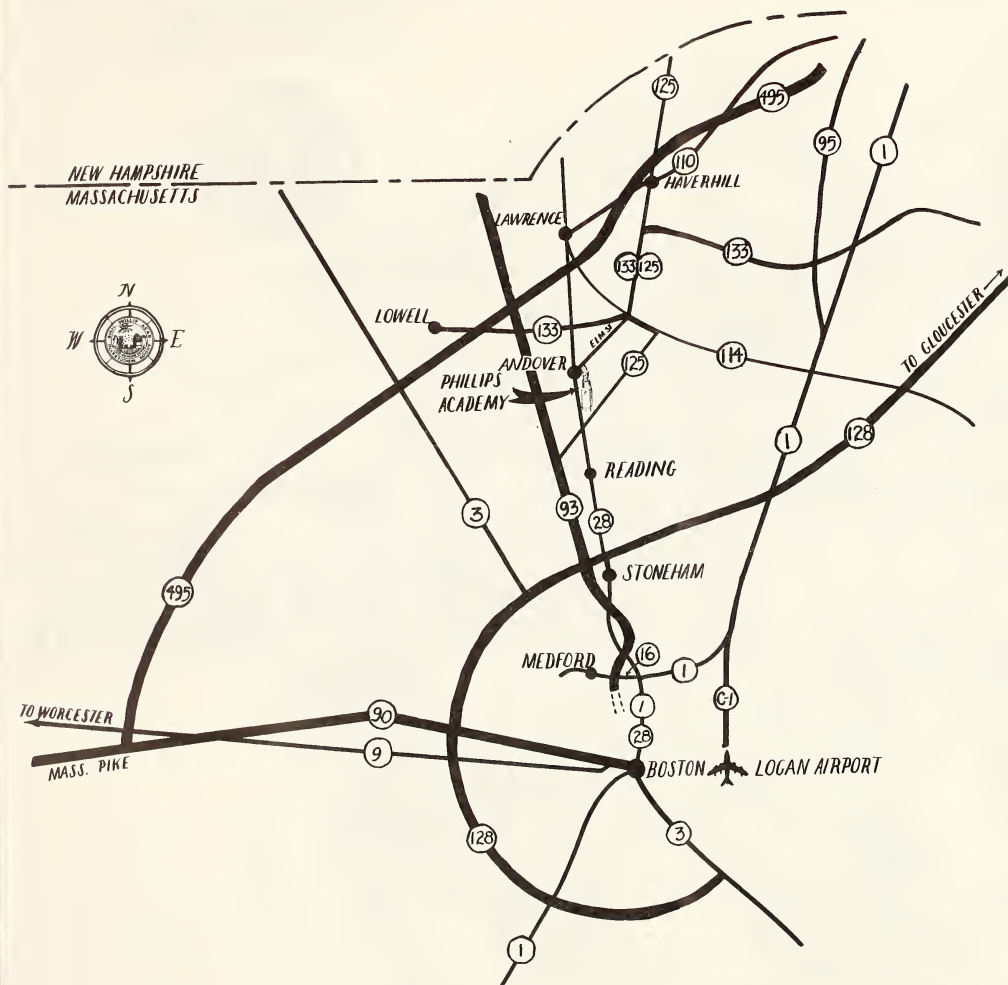
Abbott Academy	38
Addison Gallery	16
Administrative Departments and Officers	132
Admissions Deposit	117
Admissions, General Policy	115
Admissions Interview	117
Admission Procedure	116
Admission Tests, Charges and Schedule	117, 118
Aims of Phillips Academy	3
Alumni Representatives	156
Application Blank	after page 116
Applying, Procedure in	117
Archaeology	18
Art	48
Art Gallery	17
Arts and Communications Center	17
Athletic Equipment	101
Athletics and Physical Education	31
Audio-Visual	17
Bird Sanctuary	20
Breakage Deposit	109
Calendars	164, 165
Classification of Students	115
Class Officers	37
Clothing	101
Clubs and Activities	23
Co-educational Activities	10
College Admissions	107
Community Service	23, 2
Constitution of Phillips Academy	3
Counselors	13
Course of Study	37
Courses, Description of	48
Curriculum	37
Daily Life and Schedule	8
Day Students	108
Deposit, Admissions	118
Deposit, Breakage	109
Dining	12
Diploma Requirements	41
Discipline	100
Distinguished Visitors	20
Dormitory Residence, Plan of	12
Dramatics	26
Dress and Appearance	101
Eating, Plan of	13
Entrance Examinations	117, 118
Entrance, Requirements for	115
Evans Hall	21
Equipment to Bring to School	102
Expenses	110
Extra-Curricular Activities	23
"Extras"	109
Faculty List	121
Financial Aid for Students	116

Four-Year Program	42
Furniture (Room Equipment)	101
Geographical Representation of Students	155
Grades and Reports	47
Health Supervision	103
Historical Sketch	4
Housing	12
Housemasters	13
Interdisciplinary Courses	99
Interview for Admission	117
Library	14
Life at Andover	8
Map of the School	after page 167
Medical Care at School	104
Medical Expenses	104
Medical Insurance	104
Music	25
Off-Campus Permission	9
Off-Campus Programs	40
Office Hours	117
One Year Students	118
Outward Bound	35
Payments	108
Peabody Foundation for Archaeology	18
Physical Education	36
Placement Examinations, Preparation for	119
Plan of Residence and Eating	12, 13
Postgraduate Students	118
Prizes	102
Procedure in Applying	116, 117
Purpose of Phillips Academy	3
Regulations	100
Religion, School Policy	105
Reports	47
Representation, Geographical	155
Residence, Plan of	12
Room Equipment	101
Schedule, Daily	8
Scholarships	108, 116
School Year Abroad	111
Science Building (Evans Hall)	19
Search and Rescue	36
Secondary School Admission Tests	117, 118
Service Organizations	24
Smoking	101
Special Resources	14
Spending Money	110
Student Activities	23
Student Aid	108
Students, Names of—1970-1971	136-155
Student Life	8
Summer Session	114
Theatre Program	12
Trustees	120
Tuition Charges	108
Vacations (see Calendar)	165
Visitors to the School	20
Weekend Excuses	9
Wildlife Sanctuary	19
Work Program	102

PHILLIPS ACADEMY ANDOVER



STEPHEN M. SULLIVAN, P.A. '69



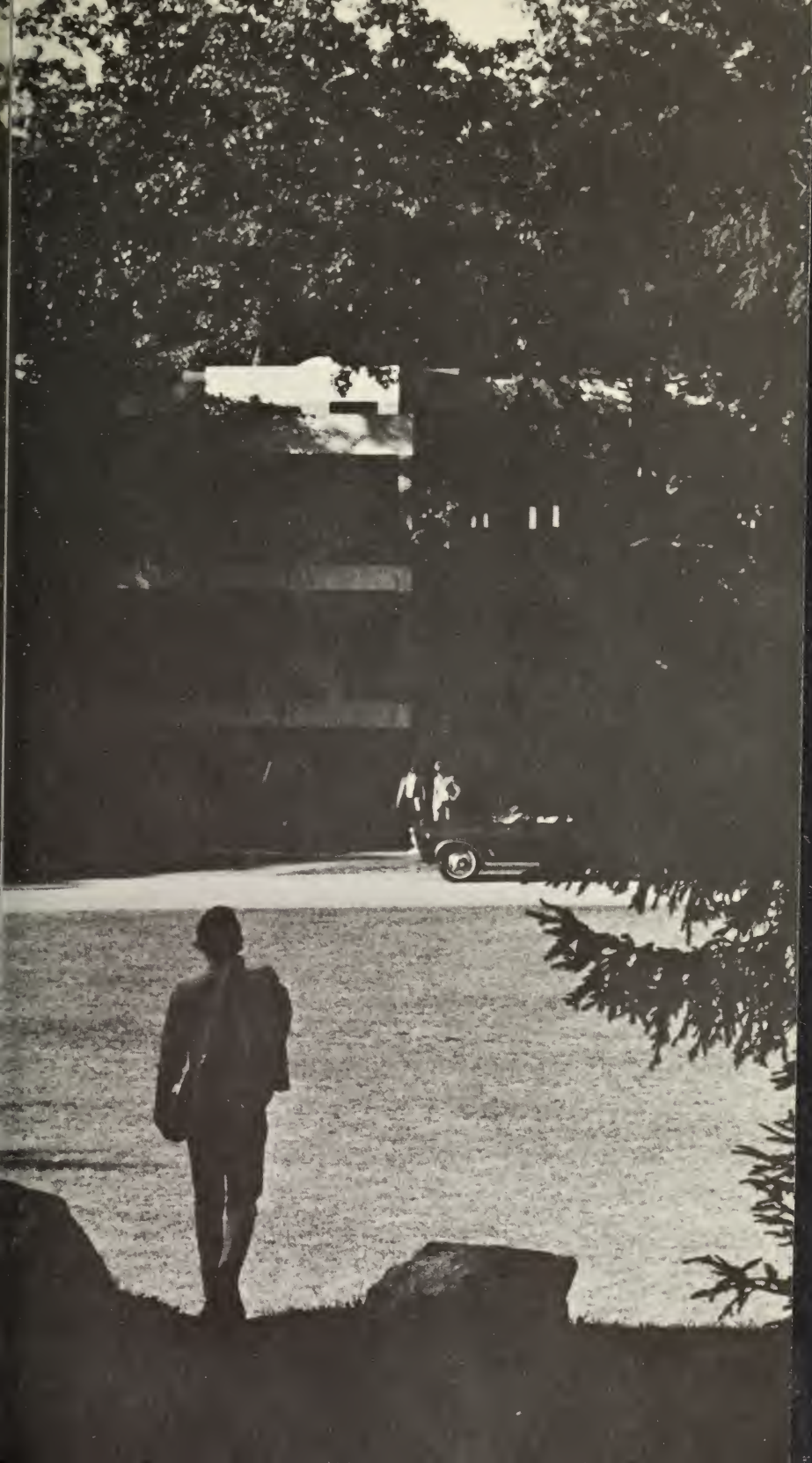
APPROACHES TO PHILLIPS ACADEMY ANDOVER, MASS.

FROM BOSTON: 23 MILES
RTS. 1-28 FROM MUSEUM OF SCIENCE
LEFT ON RTE. 16 IN MEDFORD
RT. ON INTERSTATE 93 NORTH
RT. ON RTE. 125
THEN NORTH ON RTE. 28

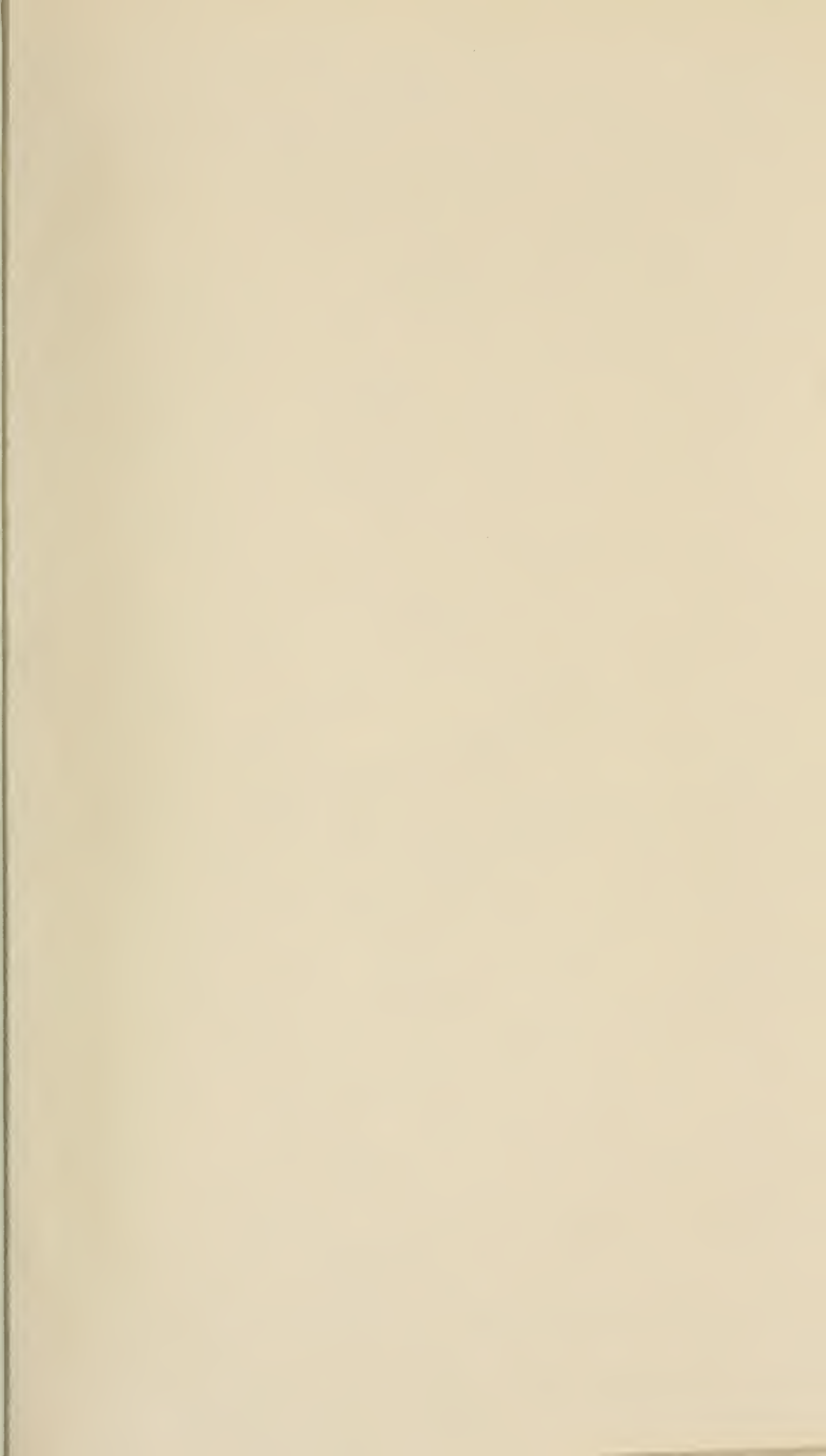
FROM LOGAN AIRPORT: 25 MILES
RT. ON RTE. C-1 BECOMES RTE. 1
WEST ON RTE. 114
LEFT ON ELM ST. AT MERRIMACK COLLEGE
LEFT ON MAIN ST. (RTE 28), ANDOVER

FROM POINTS WEST, NORTHWEST, AND S.W.
RTE. 495 NORTH
RT. ON RTE. 28

FROM POINTS NORTHEAST
RTE. 495 SOUTH TO RTE. 28 —
OR RTE. 135 TO 125
RT. ON ELM ST.
LEFT ON MAIN ST. (RTE. 28), ANDOVER







WELLS BINDERY, INC.

JUL 1975

WALTHAM, MASS. 02154



